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ABSTRACT

The Texas Assessment of Academic Skills (TAAS) is a state-mandated, criterion-referenced or mastery test that has been administered since the 1990-91 school year. The TAAS measures student mastery of the statewide curriculum in reading and mathematics at grades 3 through 8 and at the exit level, and in writing at grades 4 and 8 and at the exit level. Although other TAAS tests are sometimes administered, the results presented and reviewed in this report are limited to the results that are included in the calculation of the State Accountability System Ratings, the aforementioned reading, mathematics, and writing tests. The report format, new this year, includes a presentation of district TAAS gains and progress toward meeting the TAAS goal and a presentation of TAAS results by grade and by disaggregated group for reading, writing, and mathematics, which includes a review of the effectiveness of prior year initiatives and strategies and recommended initiatives and strategies for the coming year. Results by objectives are not presented at the district level. Other sections of the report include a discussion of the campus improvement planning process and a summary of changes in the state accountability system for the 1998-99 school year. Campuses showed the highest gains for white students in all areas, but over all disaggregated groups, the greatest percentage of campuses made gains in mathematics. Results indicate that the strategies and initiatives that have been used to improve student achievement in mathematics have been successful, and should be continued. However, the strategies and initiatives for improving student achievement in reading and writing need to be reviewed. Seven appendixes contain a calendar of Texas Accountability System events for 1998-99, the Texas Education Agency website address, a catalogue of TAAS reports, a document on interpreting the Texas Learning Index, and some other TAAS results. (Contains 43 figures.) (SLD)

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Texas Assessment of Academic Skills 1997-98 Report

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Austin Independent School District
July 1998

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ANALYSIS OF DISTRICT TAAS RESULTS

The Texas Assessment of Academic Skills (TAAS) is a state-mandated, criterion-referenced or mastery test (CRT) that has been administered since the 1990-91 school year. TAAS measures student mastery of the statewide curriculum in reading and mathematics at grades 3 through 8 and at exit level, and in writing at grades 4 and 8 and at exit level. Other TAAS tests are administered, as discussed in the State Accountability System Changes section of this report. However, the results presented and reviewed in this report are limited to results that are included in the calculation of the State Accountability System Ratings (reading and mathematics at grades 3-8 & exit, and writing at grades 4, 8, & exit).

In June 1998, the TAAS Analysis Committee reconvened. The committee was established in 1996, and charged with formulating an annual analysis of district TAAS results. The annual analysis includes identifying areas of progress and areas of need for the district, analyzing the impact of district initiatives and strategies for the prior year, and recommending initiatives and strategies for the coming school year. Although the membership of the committee varies each year, the committee is made up of representatives of administrative staff from central office, and from campuses in each area. Members of the TAAS Analysis Committee for 1997-98 are Kay Psencik, Darlene Westbrook, Amanda Batson, Glenn Nolly, Yolanda Rocha, Paul Mack, Jeanne Spencer, Anita Coy, Bergeron Harris, Tina Juarez, Sylvia Lewis, Joan Valdespino-Vasbinder, Ricky Arredondo, and Holly Williams.

In this document, the results of the work of the committee and additional curriculum staff are presented. In an effort to be more useful to campus level staff who must analyze the effectiveness of their own TAAS initiatives and strategies, the format of the report has been updated for 1997-98. The new report format includes the following sections: a presentation of district TAAS gains and progress towards meeting the district TAAS goal, and a presentation of TAAS results by grade and by disaggregated group for reading, writing, and mathematics, which includes a review of the effectiveness of prior year initiatives and strategies and recommended initiatives and strategies for the coming year. Results by objective are not presented at the district level; however, these should be reviewed at the campus level in order to determine specific areas of focus for the coming year.

Other sections of the report include a discussion of the campus improvement planning process, a summary of changes in the state accountability system for the 1998-99 school year, and several appendices. The appendices contain various resources for obtaining and analyzing TAAS information. Included in the appendices are a calendar of Texas Accountability System events for 1998-99 in Appendix A, the TEA website address in Appendix B, a document on interpreting the Texas Learning Index (the TLI) in Appendix C, a catalogue of TAAS reports that are available through various resources in Appendix D, the state results compared to district results by grade in Appendix E, districtwide exemption data in Appendix F, and TAAS results (% passing, & mean TLI/Writing Composite score) for all campuses in the district by student group for 1994-95 through 1997-98 in Appendix G.

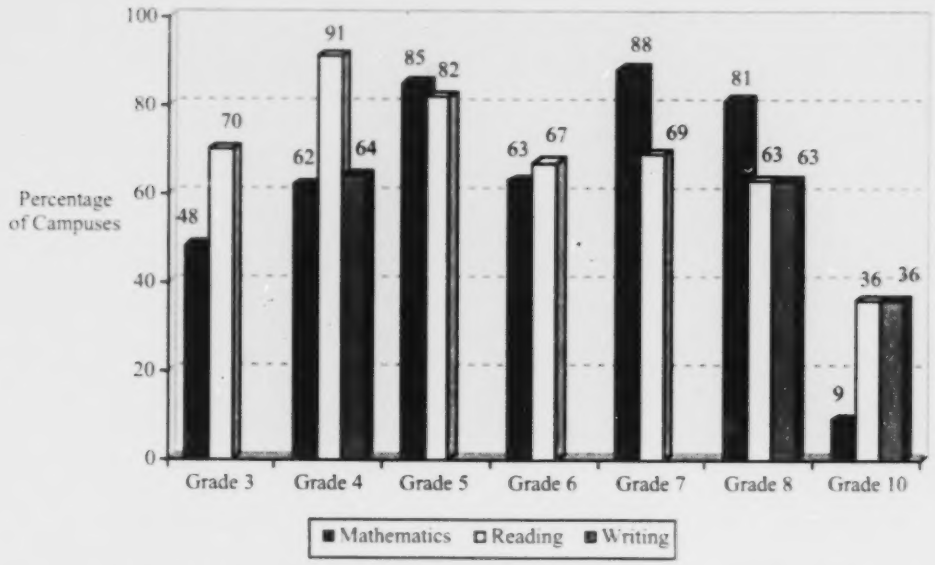
AISD students (including year-round students) who comprise the October subset used by the Texas Education Agency for accountability purposes are used in all analyses in this document, with the exception of Appendix E: Comparison of AISD and State Results. In

Appendix E, all students tested are used for the district and for the state because the state accountability data (using the October subset) will not be released until August 3, 1998. The October subset is all students enrolled in the district on the last Friday in October (as defined by the Public Education Information Management System), who subsequently take the Spring TAAS test at any campus in the district.

Summary Of District TAAS Gains

The percentage of campuses that made gains in students passing TAAS and/or the percentage of campuses with 90% or more of all students passing TAAS in 1997-98 is presented in Figure 1.

Figure 1: Percentage of Campuses making TAAS Gains of One Percentage Point or More from 1996-97 to 1997-98, and/or with 90% or more of All Students passing TAAS in 1997-98: by Subject Area and Grade Level

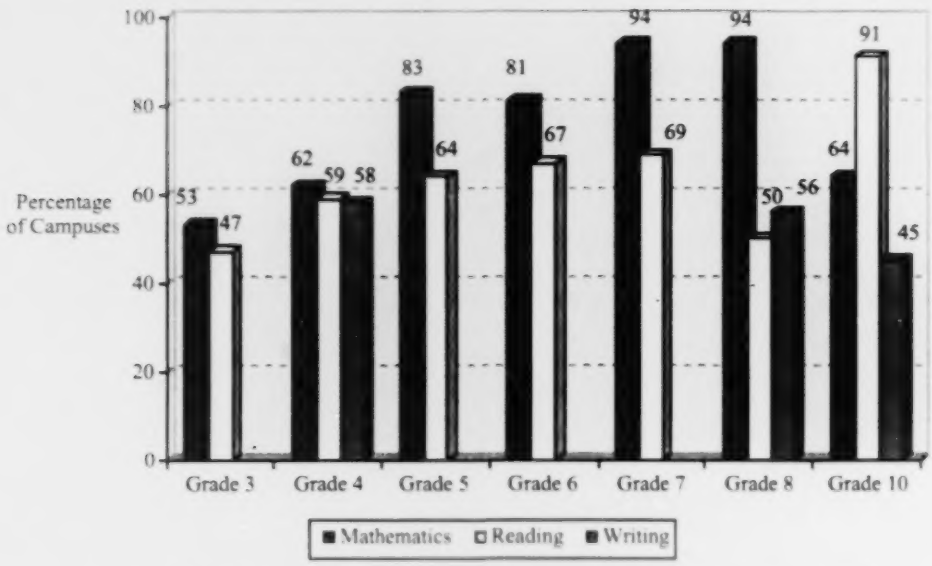


Source: NCS February May, & June TAAS Spring 1997 and Spring 1998 Data Tapes.

PROGRESS ON 1997-98 DISTRICT GOALS

The five district goals are presented in Achievement Through Vision, Work in Progress: Austin Independent School District 1997-98 Goals and Initiatives. Goal 2 relates directly to district TAAS results; by 1998, districtwide student performance in mathematics, reading, and writing will increase by seven percentage points as reflected in the district's passing rate on TAAS. The percentage of campuses making TAAS Gains of seven percentage points or more from 1994-95 to 1997-98, by subject and by grade are included in Figure 2.

Figure 2: Percentage of Campuses making TAAS Gains of Seven Percentage Points or More from 1994-95 to 1997-98; by Subject Area and Grade Level



Source: NCS February May, & June TAAS Spring 1995 and Spring 1998 Data Tapes.

In Figure 3, the percentages of campuses making gains of seven percentage points or more (from 1994-95 to 1997-98) by subject and by student group and/or percentage of campuses with 90% or more of all students passing TAAS in 1997-98 are presented in descending order beginning with the highest percentage of gains for a group in a subject area.

Figure 3: Percentage of Campuses making TAAS Gains of Seven Percentage Points or More from 1994-95 to 1997-98, and/or with 90% or more of All Students passing TAAS in 1997-98; by Subject Area and Student Group

Percentage of Campuses Making Gains &/or 90%+	Student Group And TAAS Subject Area
79.9%	White, Reading
73.6%	White, Math
73.5%	White, Writing
70.9%	All, Math
69.4%	African American, Math
68.3%	Economically Disadvantaged, Math
64.8%	Hispanic, Math
64.8%	African American, Writing
63.3%	Economically Disadvantaged, Reading
60.6%	African American, Reading
59.3%	All, Reading
58.3%	Hispanic, Reading
55.9%	All, Writing
54.4%	Economically Disadvantaged, Writing
47.3%	Hispanic, Writing

Source: NCS February, May, & June TAAS Spring 1995 and Spring 1998 Data Tapes.

As presented in Figure 3, campuses showed the highest percentage of gains for white students in all areas (Reading, Writing, & Mathematics). However, over all disaggregated groups the greatest percentage of campuses made gains in mathematics. The percentage of campuses showing gains for all disaggregated groups in Reading was lower than the percentage showing gains in Mathematics and higher than the percentage showing gains in Writing. A higher percentage of campuses showed gains for African American students in Writing than for all students, economically disadvantaged students, or Hispanic students. However, overall the percentage of campuses making gains in Writing was lower for most groups than for Reading or Mathematics.

Results indicate that the strategies and initiatives that have been used to improve student achievement in Mathematics have been successful, and should be continued. However, strategies and initiatives for improving student achievement in Reading and Writing need to be reviewed.

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Review of Progress on District Initiatives and Strategies using District TAAS Results

In the following sections, district TAAS results (percentage of students passing, and mean Texas Learning Index or Cómposite Reading Score) are presented for mathematics, reading, and writing by grade, and by disaggregated group for the school years 1995-96, 1996-97 and 1997-98. TAAS results for each campus by subject and by disaggregated group for 1993-94 through 1996-97 are presented in Appendix F. Initiatives and strategies for the prior year are reviewed and initiatives and strategies for the coming year are presented for mathematics, reading, and writing.

TAAS results are presented as percentage of students passing TAAS and as the average (or mean) Texas Learning Index (TLI), for mathematics and for reading, by grade and by disaggregated group. The TLI approximates a measure of growth for a student over one year; a TLI score of 70 indicates that a student is in line to meet the exit level standard if current progress continues. The mean TLI yields more information than the percentage of students passing because it is an average. The TLI provides continuous data about where the group falls in the range of TLI scores. An explanation of the TLI is presented in Appendix C.

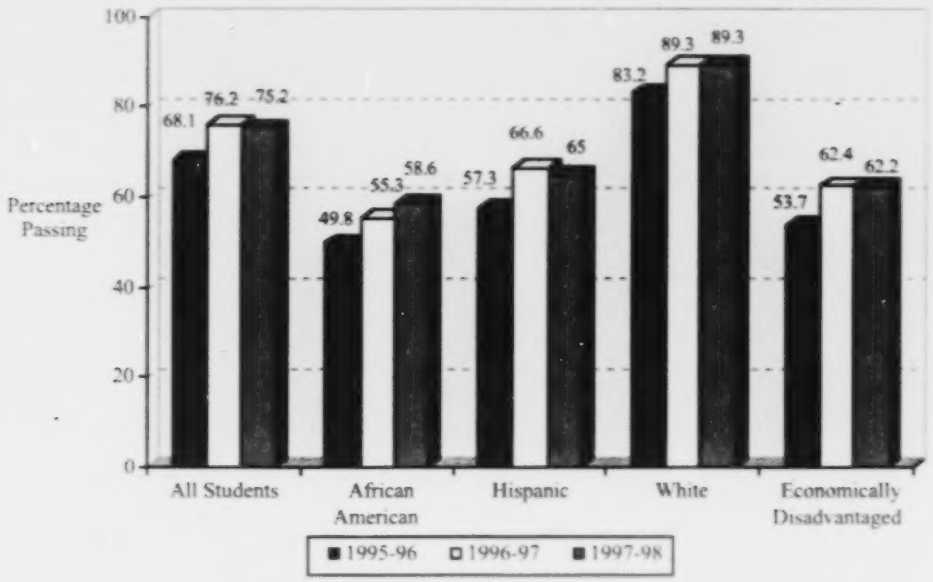
Results for writing are presented as percentage of students passing, and as mean written composition scores because there is no TLI for writing. The written composition component of the TAAS writing test is scored holistically by trained raters using a detailed rubric and results in a score of 1-4. A score of 3 or 4 indicates passing on the written composition section. The mean written composition score is presented for writing by disaggregated group for grades 4, 8, and 10.

Disaggregated groups include: African American, Hispanic, White and Economically Disadvantaged. TAAS criteria used by the state for accountability purposes differentiate performance by these groups in order to insure that districts and campuses are held accountable for the achievement of all students on a campus.

TAAS Mathematics Results

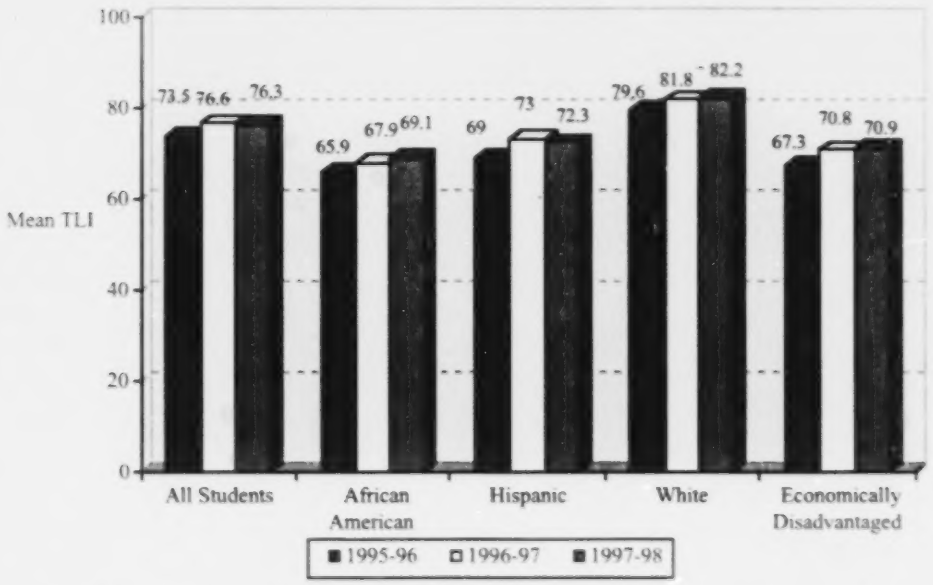
In Figures 4 through 17, the percentages passing TAAS Mathematics and the mean TLI for each grade, and disaggregated group in 1995-96, 1996-97 and 1997-98 are presented. Following the presentation of results is a review of initiatives and strategies for the prior and for the coming year.

Figure 4: Percentage of Grade 3 Students passing TAAS Mathematics, 1995-96 (n=4216), 1996-97 (n=4319), and 1997-98 (n=4260)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 3 TAAS Mathematics* increased in 1995-96 and 1996-97. In 1997-98, the percentage of African Americans passing *Grade 3 TAAS Mathematics* increased.

Figure 5: Mean TLI for Grade 3 Students in TAAS Mathematics, 1995-96 (n=4216), 1996-97 (n=4319), and 1997-98 (n=4260)



Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

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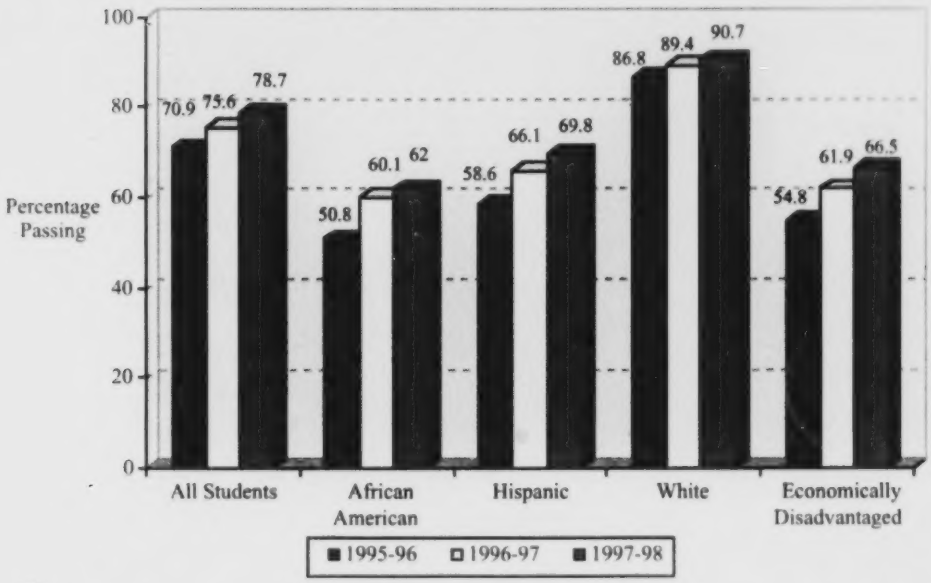
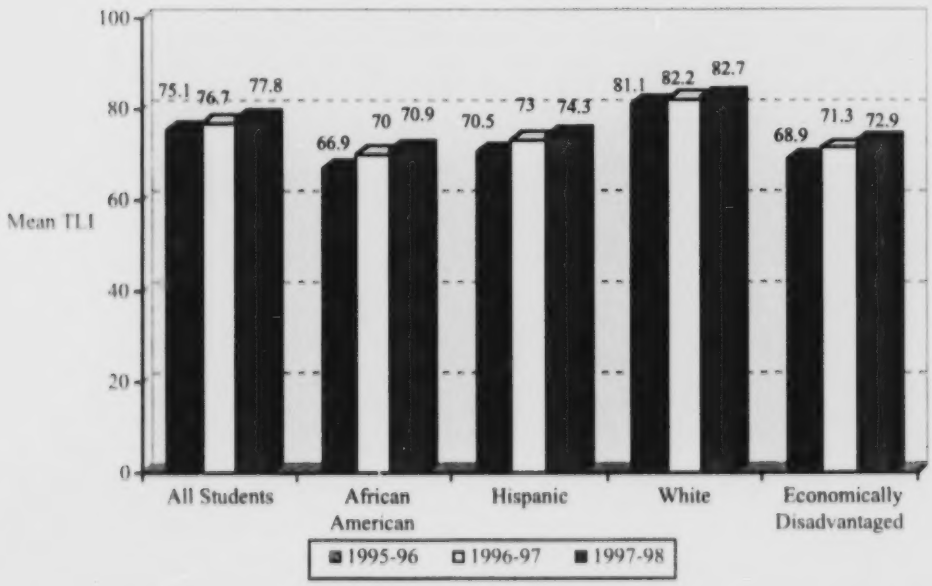
Figure 6: Percentage of Grade 4 Students passing TAAS Mathematics, 1995-96 (n=4089), 1996-97 (n=4287), and 1997-98 (n=4326)



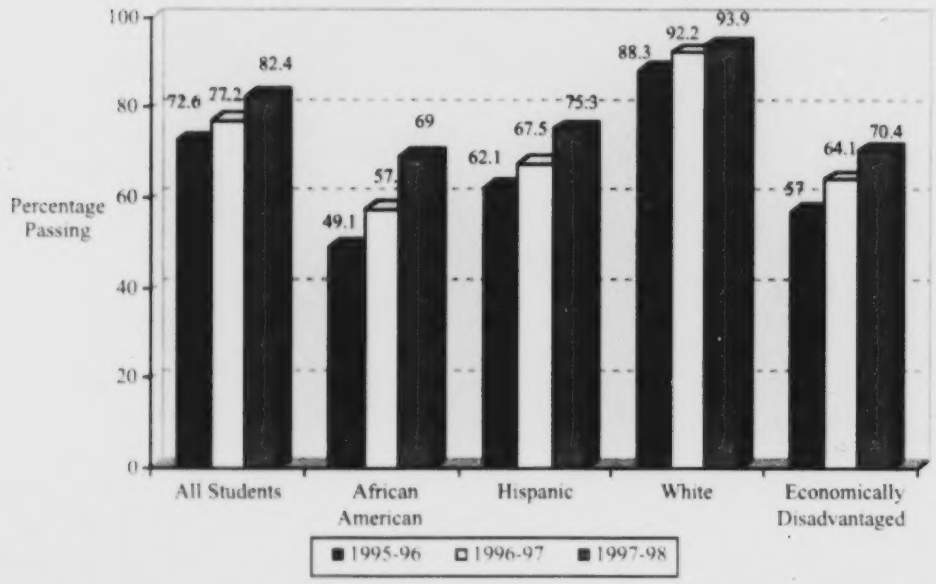
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 4 TAAS Mathematics* increased in 1995-96, 1996-97, and 1997-98.

Figure 7: Mean TLI for Grade 4 Students in TAAS Mathematics, 1995-96 (n=4089), 1996-97 (n=4287), and 1997-98 (n=4326)



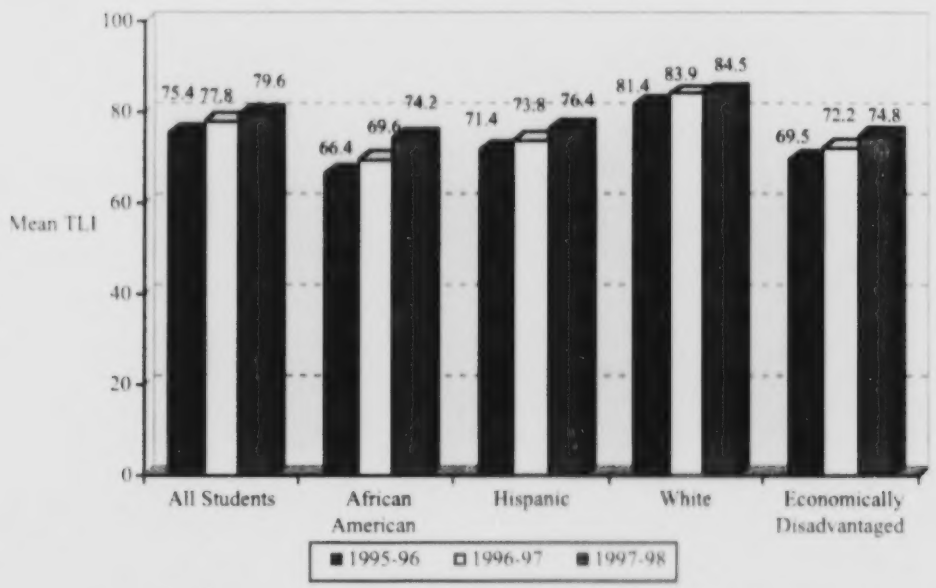
Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

Figure 8: Percentage of Grade 5 Students passing TAAS Mathematics, 1995-96 (n=4260), 1996-97 (n=4202), and 1997-98 (n=4248)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 5 TAAS Mathematics* increased in 1995-96, 1996-97, and 1997-98.

Figure 9: Mean TLI for Grade 5 Students in TAAS Mathematics, 1995-96 (n=4260), 1996-97 (n=4202), and 1997-98 (n=4248)



Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

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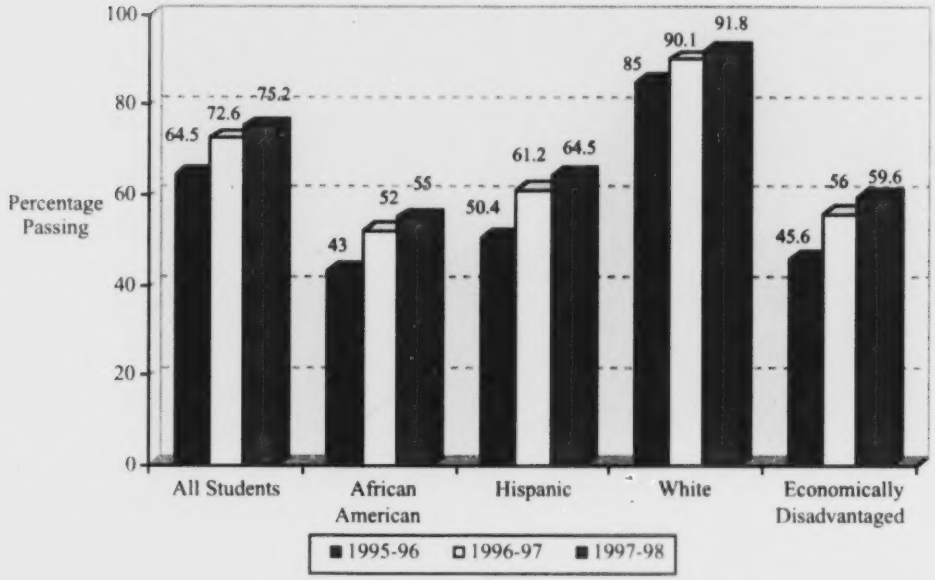
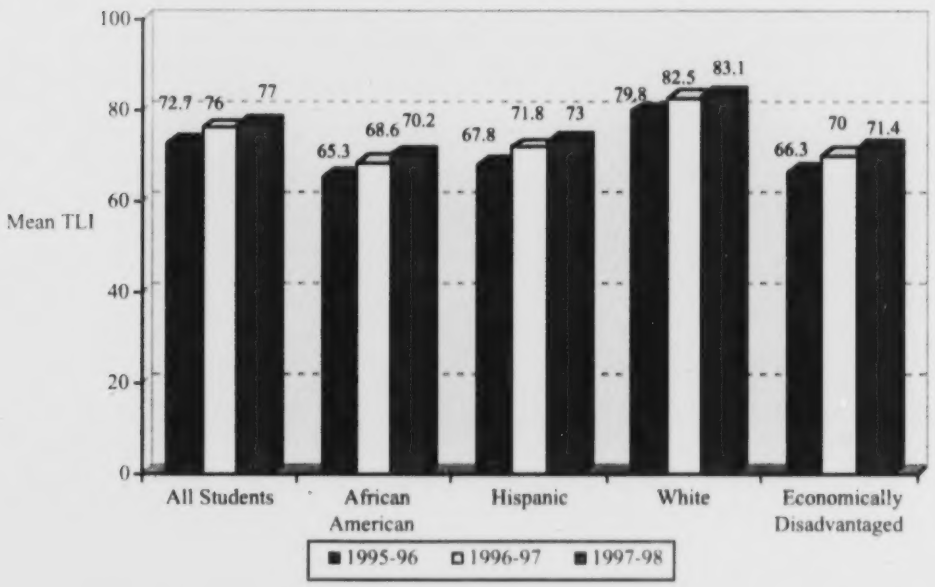
Figure 10: Percentage of Grade 6 Students passing TAAS Mathematics, 1995-96 (n=4057), 1996-97 (n=4187), and 1997-98 (n=3982)



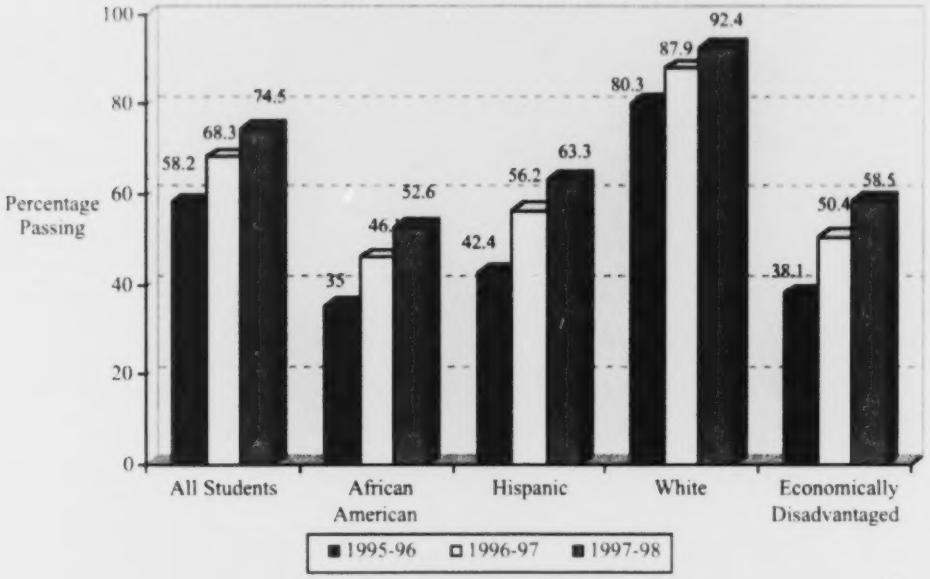
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 6 TAAS Mathematics* increased in 1995-96, 1996-97, and 1997-98.

Figure 11: Mean TLI for Grade 6 Students in TAAS Mathematics, 1995-96 (n=4057), 1996-97 (n=4187), and 1997-98 (n=3982)



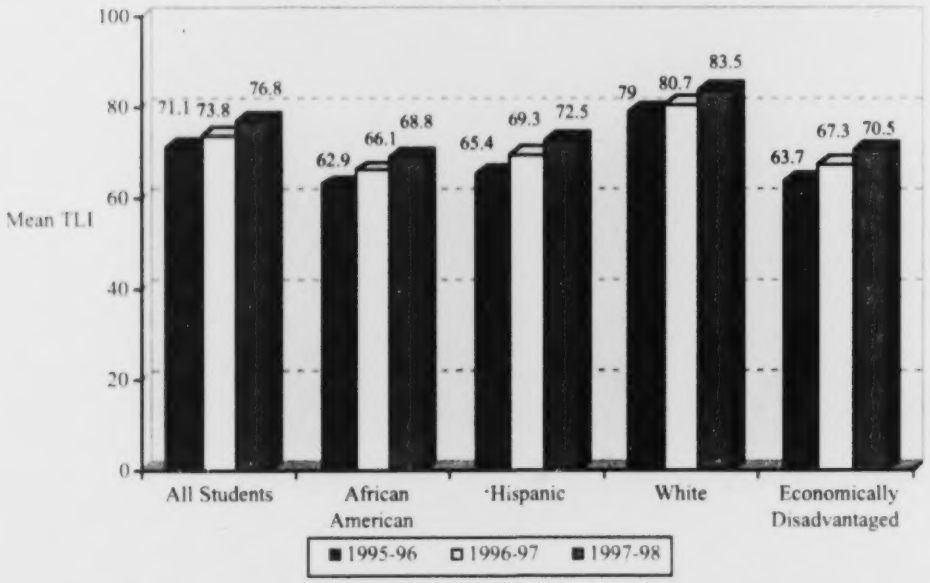
Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

Figure 12: Percentage of Grade 7 Students passing TAAS Mathematics, 1995-96 (n=3984), 1996-97 (n=4092), and 1997-98 (n=4102)



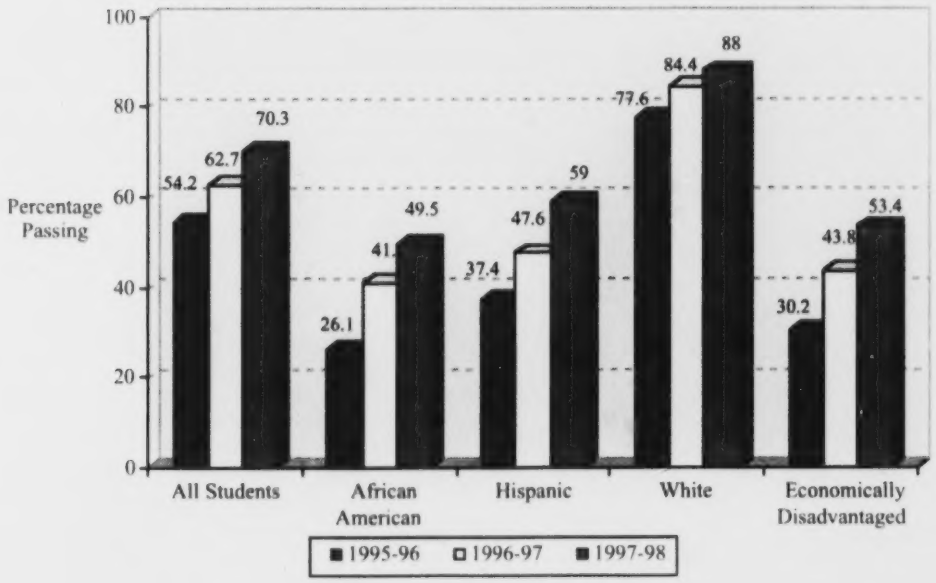
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 7 TAAS Mathematics* increased in 1995-96, 1996-97, and 1997-98.

Figure 13: Mean TLI for Grade 7 Students in TAAS Mathematics, 1995-96 (n=3984), 1996-97 (n=4092), and 1997-98 (n=4102)



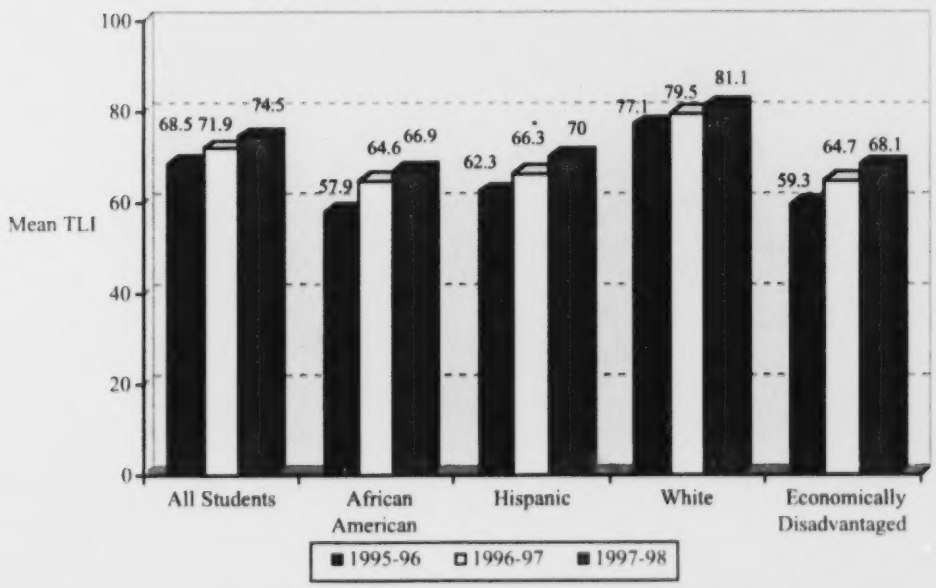
Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

Figure 14: Percentage of Grade 8 Students passing TAAS Mathematics, 1995-96 (n=3836), 1996-97 (n=3960), and 1997-98 (n=3940)



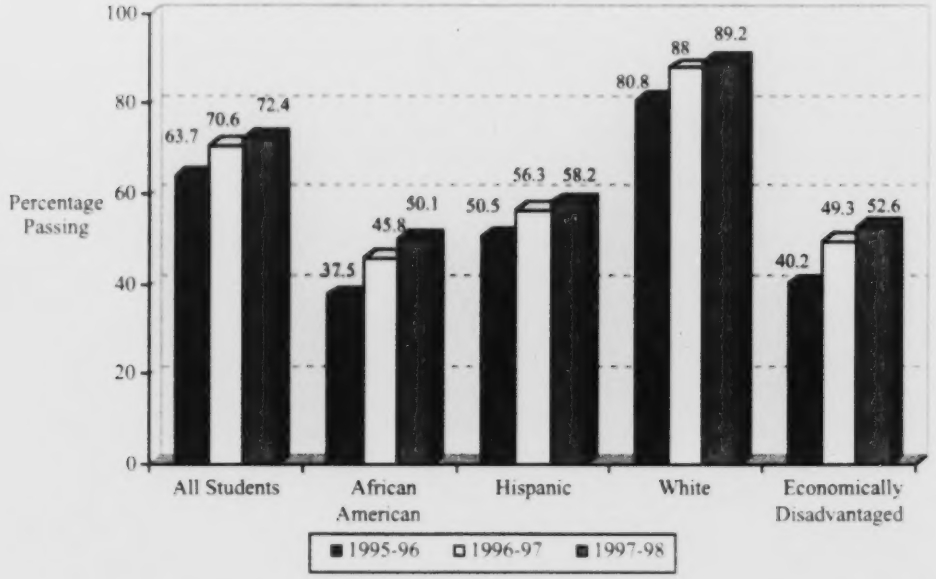
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 8 TAAS Mathematics* increased in 1995-96, 1996-97, and 1997-98.

Figure 15: Mean TLI for Grade 8 Students in TAAS Mathematics, 1995-96 (n=3836), 1996-97 (n=3960), and 1997-98 (n=3940)



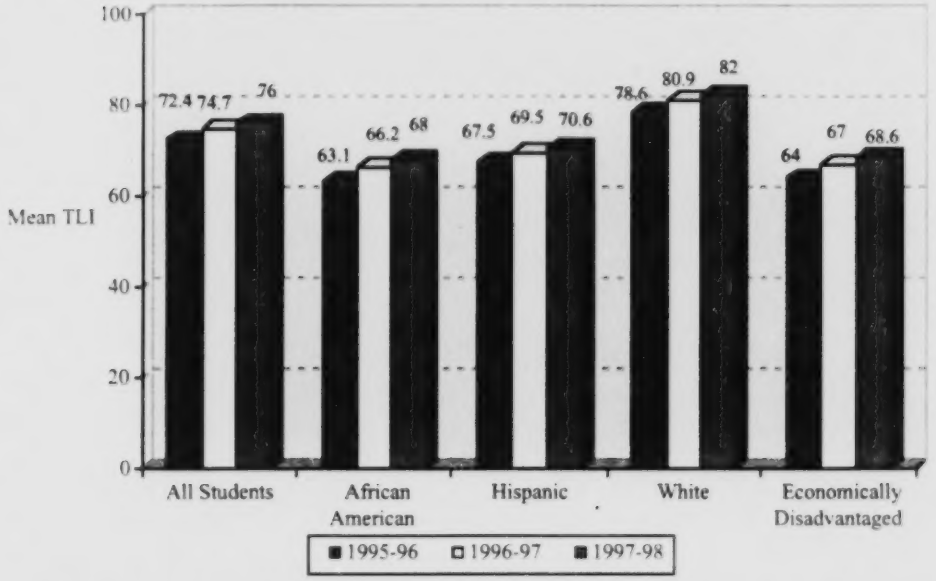
Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

Figure 16: Percentage of Grade 10 Students passing TAAS Mathematics, 1995-96 (n=3090), 1996-97 (n=3187), and 1997-98 (n=3463)



The percentage of students passing *Grade 10 TAAS Mathematics* increased across all disaggregated groups in 1995-96, 1996-97 and 1997-98.

Figure 17: Mean TLI for Grade 10 Students in TAAS Mathematics, 1995-96 (n=3090), 1996-97 (n=3187), and 1997-98 (n=3463)



Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

TAAS Mathematics Initiatives and Strategies

Review:

In reviewing AISD student performance on the 1998 TAAS Mathematics test, the following findings were observed:

- The percentage of students meeting minimum expectations in mathematics increased at all grade levels, with the exception of grade three which remained constant.
- TAAS scores indicate that overall, the instructional program in mathematics is improving for Hispanic, African American, and Economically Disadvantaged students.
- Hispanic and African American students made large gains in grades five, seven, and eight. However, their scores continue to lag behind the overall pass rate for all students.
- Grade level comparisons show large gains at most grade levels from 1994 through 1998, however, examination of cohort groups moving up through the grades suggest that much smaller student gains are actually occurring.

District Standard Expectations:

To continually improve student performance on Texas Assessment of Academic Skills (TAAS) mathematics test, each campus will:

1. Implement the AISD Mathematics Curriculum.
2. Use state-approved and District-adopted textbooks, materials, and supplemental resources which are aligned with the District curriculum unless a District waiver has been approved.

Best Practices:

In the most effective classrooms, best practices in mathematics are used. Best practices include the following:

- relevant problems connected to the real world and computation is taught within the context of these real world problems;
- students are actively involved in constructing mathematical understandings through communications with others from a variety of sources;
- interactive discussions are commonplace; students rarely work alone to solve problems;
- variety of instructional formats with the teacher lecture being only one format; this latter format is used infrequently;
- varied learning tools-manipulatives, calculators, computers, and other instructional aids-available to all students, easily accessed, and use expected;
- interrelated mathematics; for example, addition, subtraction, multiplication, and division are taught as they relate to one another--not as isolated skills;
- assessments and student demonstrations of learning are integral parts of instruction;

- development of conceptual understandings in mathematics instruction and discontinuations of excessive TAAS review and practice testing; the latter often robs the classroom of time and opportunities to work on the former;
- integration of the Problem Solving Blueprint using concept-lesson matched, released TAAS test items regularly; and
- use of the 1994-1998 released versions of TAAS to build item banks, rather than other published TAAS practice materials; the latter were developed and published prior to the release of the TAAS tests and often do not reflect what is actually tested on TAAS.

Services to be Provided:

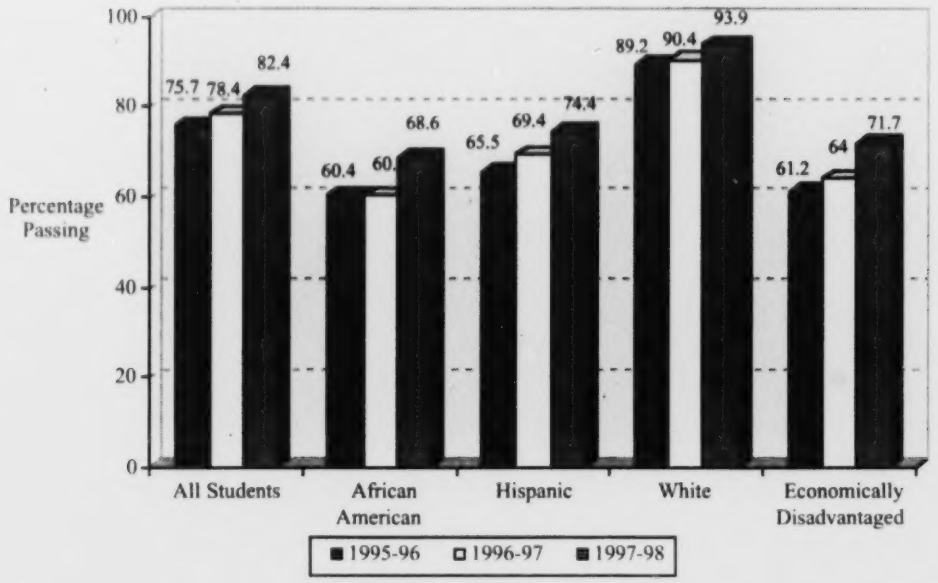
In response to the general review of TAAS, the services below will be provided by the AISD Mathematics Team:

- Support and monitor implementation of the AISD Mathematics Curriculum and thus alignment in mathematics within and among classes.
- Continue implementation of the districtwide Mathematics Improvement Plan.
- Continue implementation of Austin Collaborative for Mathematics Education (ACME) professional development plan.
- Offer professional development opportunities in mathematics content and pedagogical knowledge as related to grade level content, Texas Essential Knowledge and Skills, and TAAS objectives.
- Provide technical support and assistance for campuses to develop and implement appropriate strategies for anticipated changes in TAAS instructional targets beginning with the Spring 1999 administration.
- Assist campuses in implementing and revising the mathematics program so that it will be appropriate and consistent--aligned vertically and horizontally, manipulatives and other tools available in every mathematics classroom, each teacher modeling mathematical understandings, instruction building solid mathematics foundations (not "a mile wide and an inch deep").
- Provide professional development for administrators focusing on the use of effective resources, strategies for parental involvement, and strategies for developing campuswide solutions in mathematics.
- Expand training in the use of the Texas Learning Index (TLI) as a tool to help guide modification of instruction and thus accelerate student achievement.
- Support use of the curriculum resource, *Connected Mathematics Project* (CMP), in all grade six and seven classrooms and expand CMP to grade eight at three middle schools which are serving as district field test sites.
- Support implementation of the curriculum resource, *Investigations*, in all grade four and five classrooms and expand *Investigations* at eight elementary campuses which are serving as district field test sites in grades kinder through five.

TAAS Reading and Writing Results

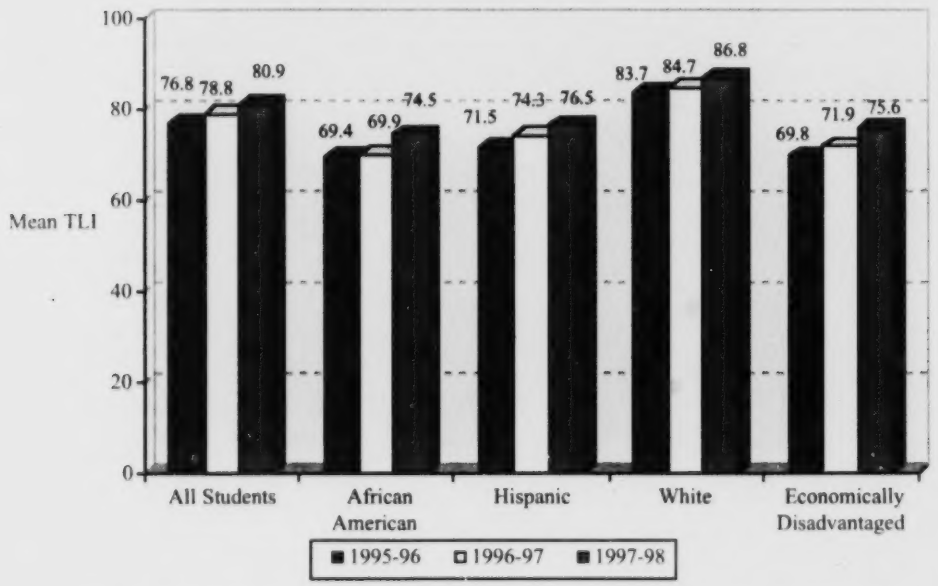
In Figures 18 through 37, the percentages passing TAAS Reading and Writing as well as the mean Reading TLI, or the mean Writing score for each grade, and disaggregated group in 1995-96, 1996-97 and 1997-98 are presented. Following the presentation of results is a review of initiatives and strategies for the prior and for the coming year.

Figure 18: Percentage of Grade 3 Students passing TAAS Reading, 1995-96 (n=4195), 1996-97 (n=4289), and 1997-98 (n=4224)



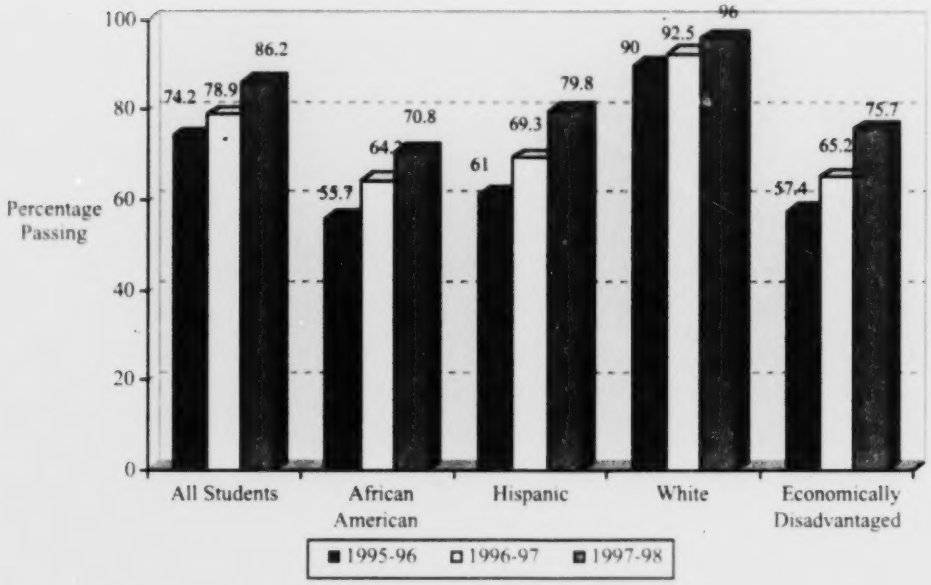
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 3 TAAS Reading* stayed approximately the same or increased slightly in 1996-97, and increased in 1997-98.

Figure 19: Mean TLI for Grade 3 Students in TAAS Reading, 1995-96 (n=4195), 1996-97 (n=4289), and 1997-98 (n=4224)



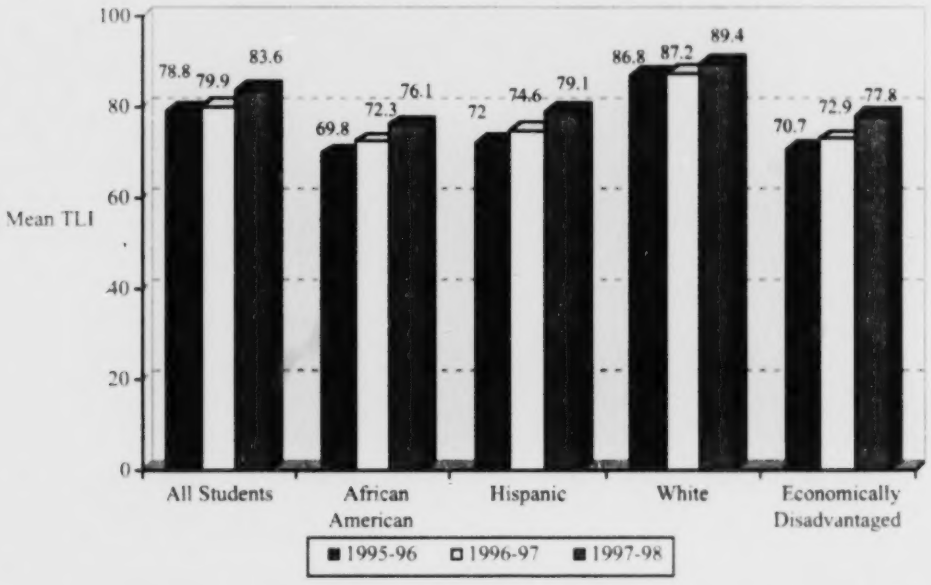
Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

Figure 20: Percentage of Grade 4 Students passing TAAS Reading, 1995-96 (n=4086), 1996-97 (n=4272), and 1997-98 (n=4311)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 4 TAAS Reading* increased in 1996-97 and 1997-98.

Figure 21: Mean TLI for Grade 4 Students in TAAS Reading, 1995-96 (n=4086), 1996-97 (n=4272), and 1997-98 (n=4311)



Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

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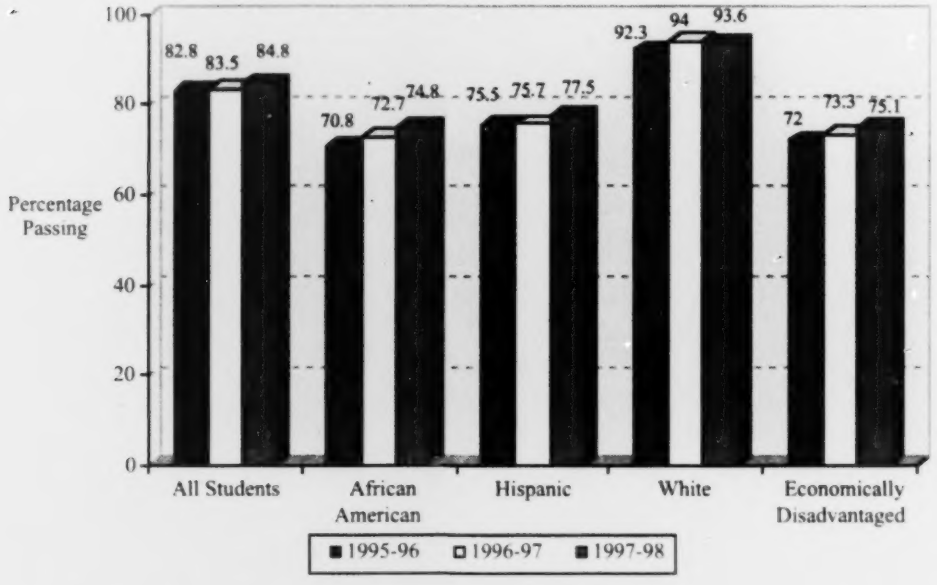
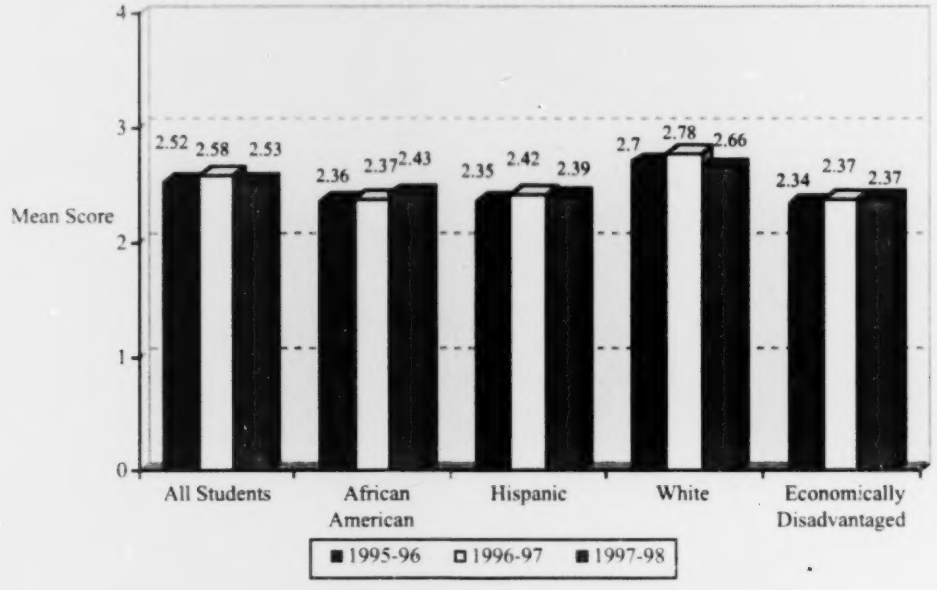
Figure 22: Percentage of Grade 4 Students passing TAAS Writing, 1995-96 (n=4105), 1996-97 (n=4205), and 1997-98 (n=4262)



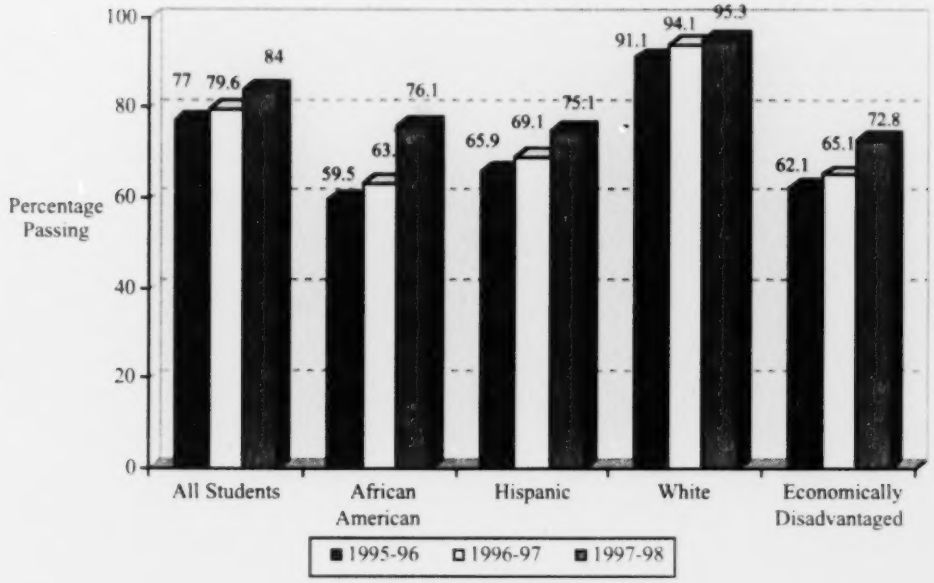
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 4 TAAS Writing* increased slightly from 1995-96 to 1996-97, and increased slightly from 1996-97 to 1997-98 in all disaggregated groups except White.

Figure 23: Mean Written Composition Score for Grade 4 Students, 1995-96 (n=4105), 1996-97 (n=4205), and 1997-98 (n=4262)



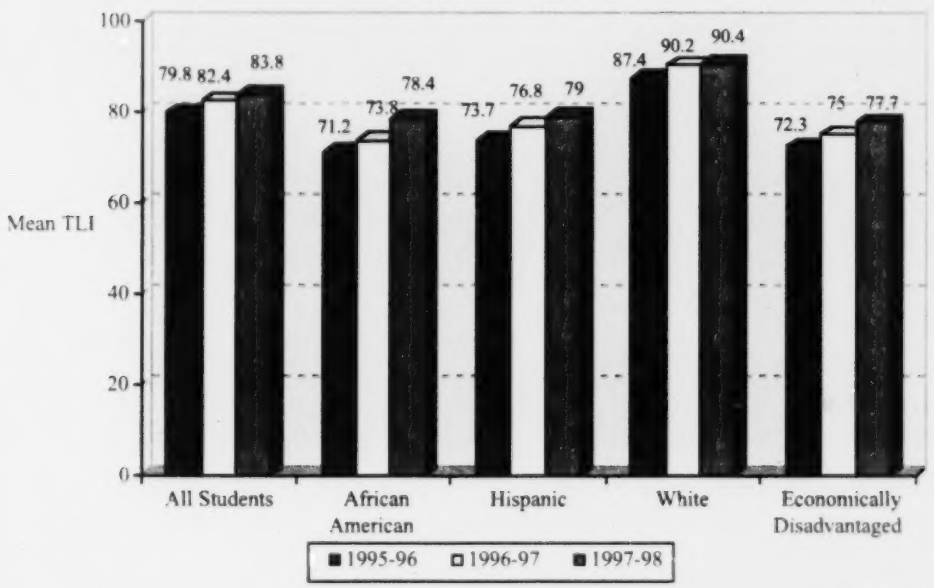
Note: a Written Composition score of 3 or 4 indicates passing.

Figure 24: Percentage of Grade 5 Students passing TAAS Reading, 1995-96 (n=4297), 1996-97 (n=4200), and 1997-98 (n=4241)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 5 TAAS Reading* increased in 1996-97 and in 1997-98.

Figure 25: Mean TLI for Grade 5 Students in TAAS Reading, 1995-96 (n=4297), 1996-97 (n=4200), and 1997-98 (n=4241)



Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

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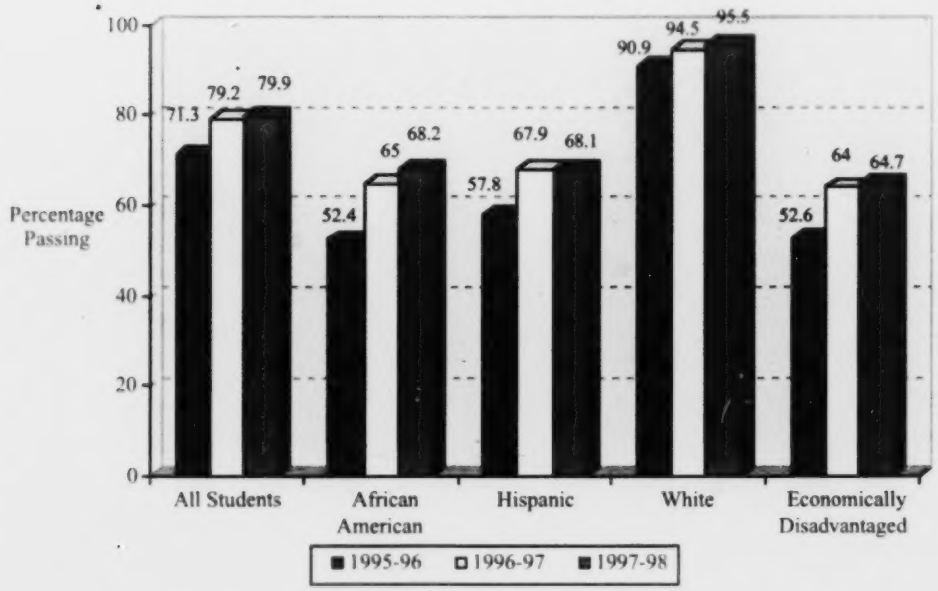
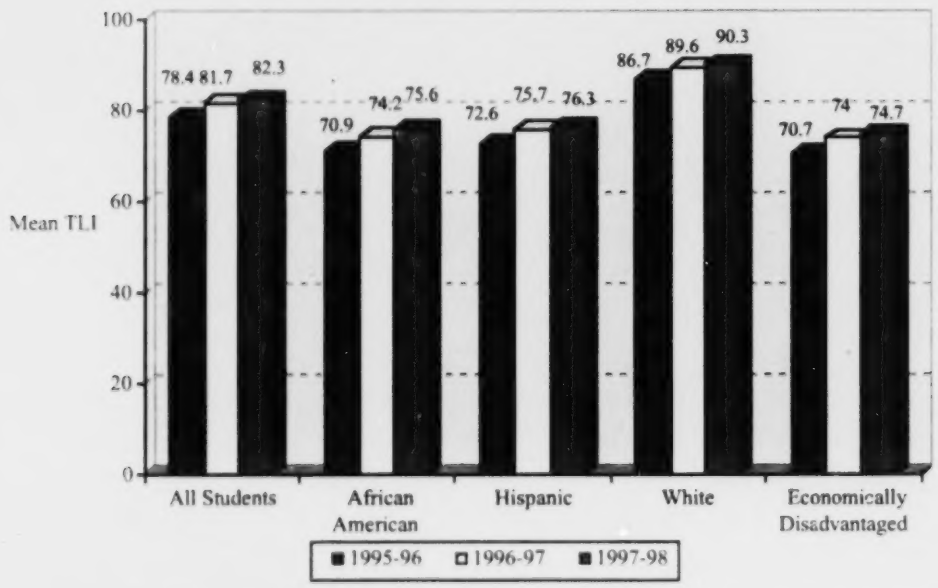
Figure 26: Percentage of Grade 6 Students passing TAAS Reading, 1995-96 (n=4066), 1996-97 (n=4180), and 1997-98 (n=3980)



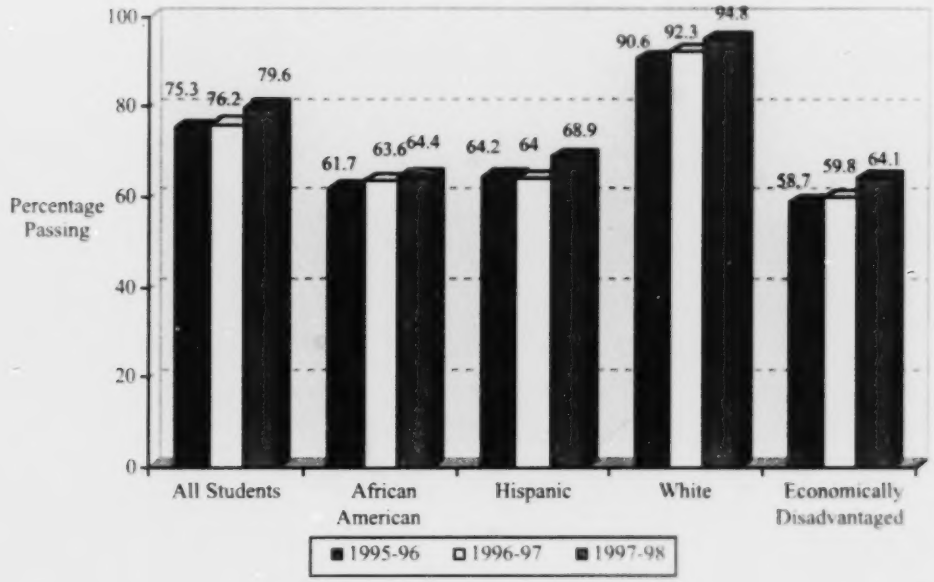
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 6 TAAS Reading* increased in 1996-97, and in 1997-98.

Figure 27: Mean TLI for Grade 6 Students in TAAS Reading, 1995-96 (n=4066), 1996-97 (n=4180), and 1997-98 (n=3980)



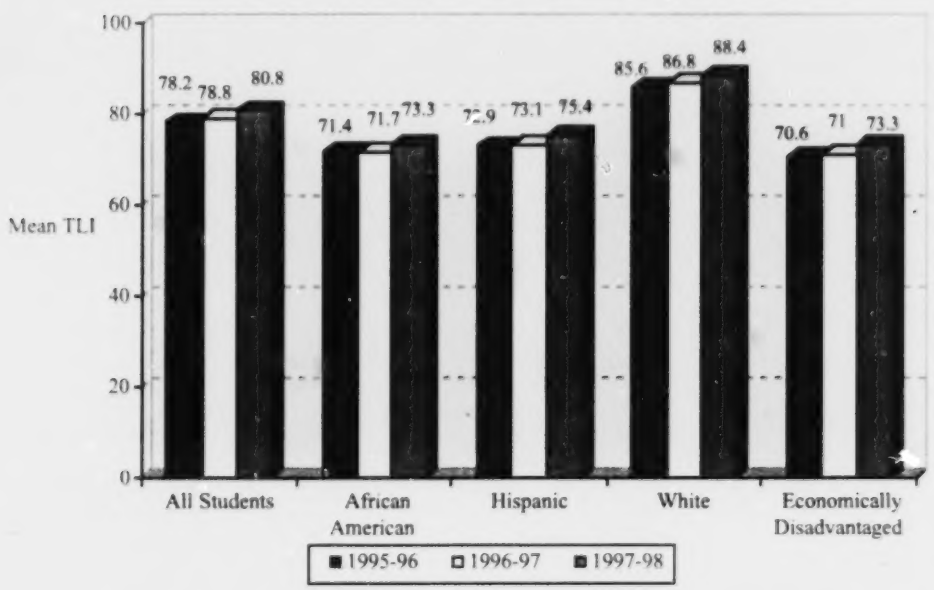
Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

Figure 28: Percentage of Grade 7 Students passing TAAS Reading, 1995-96 (n=4007), 1996-97 (n=4099), and 1997-98 (n=4129)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 7 TAAS Reading* increased slightly in 1996-97, and in 1997-98.

Figure 29: Mean TLI for Grade 7 Students in TAAS Reading, 1995-96 (n=4007), 1996-97 (n=4099), and 1997-98 (n=4129)



Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

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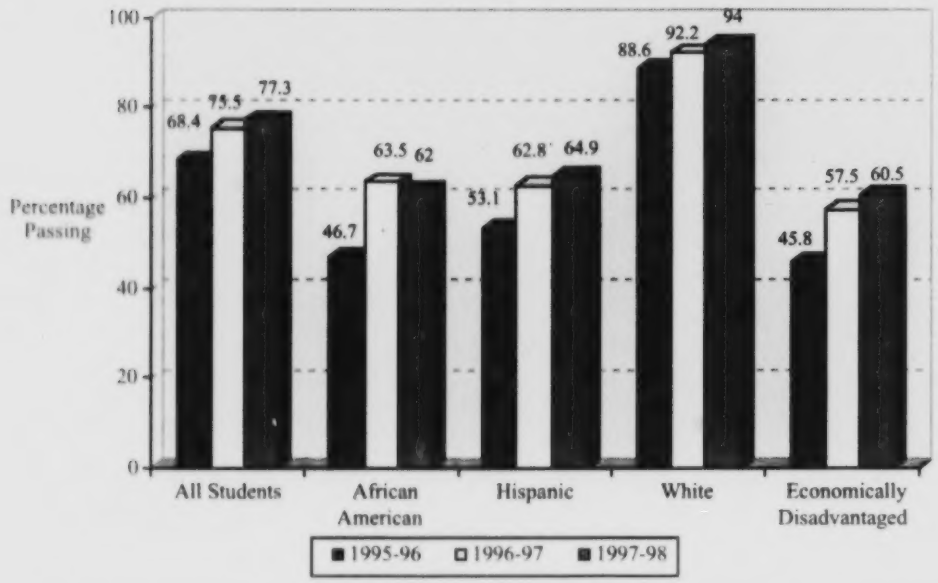
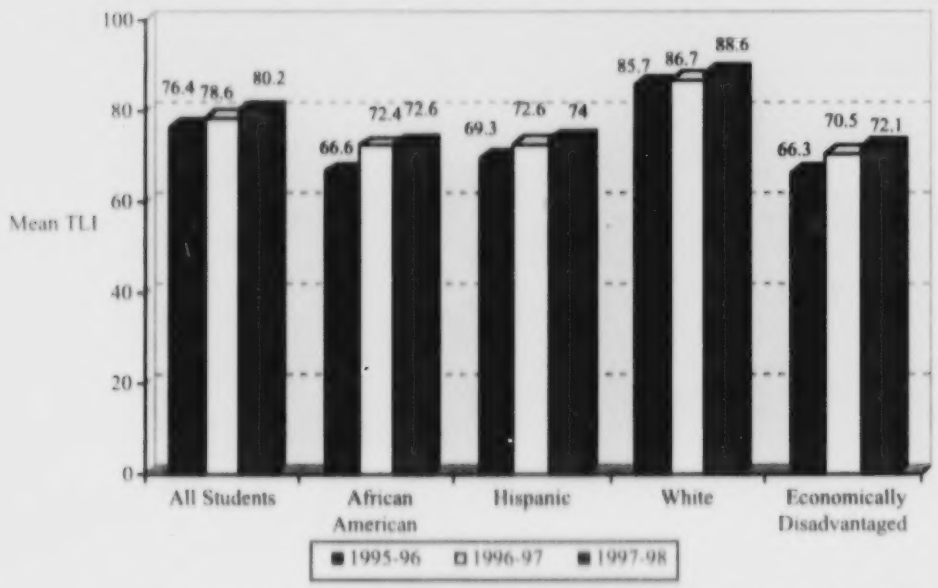
Figure 30: Percentage of Grade 8 Students passing TAAS Reading, 1995-96 (n=3837), 1996-97 (n=3945), and 1997-98 (n=3947)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 8 TAAS Reading* increased in 1996-97, and increased in all disaggregated groups except African American in 1997-98.

Figure 31: Mean TLI for Grade 8 Students in TAAS Reading, 1995-96 (n=3837), 1996-97 (n=3945), and 1997-98 (n=3947)



Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

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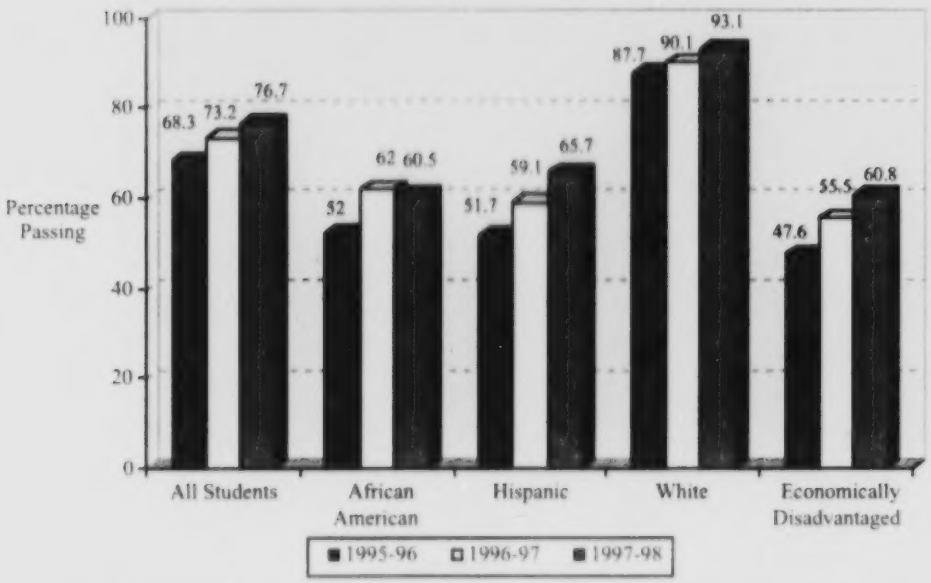
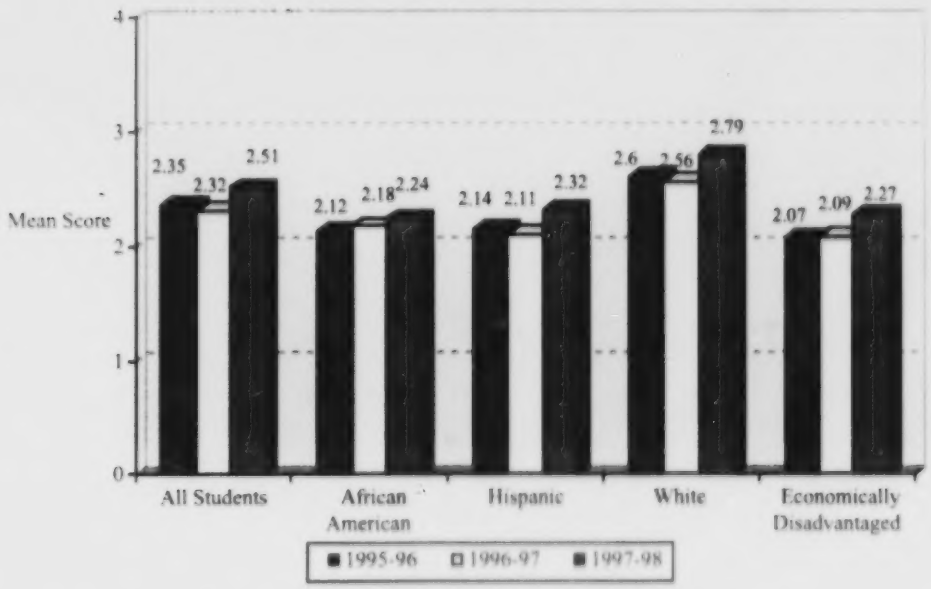
Figure 32: Percentage of Grade 8 Students passing TAAS Writing, 1995-96 (n=3864), 1996-97 (n=3894), and 1997-98 (n=3966)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 4 TAAS Writing* increased slightly from 1995-96 to 1996-97, and increased in all disaggregated groups except African American in 1997-98.

Figure 33: Mean Written Composition Score for Grade 8 Students, 1995-96 (n=3864), 1996-97 (n=3894), and 1997-98 (n=3966)



Note: a Written Composition score of 3 or 4 indicates passing.

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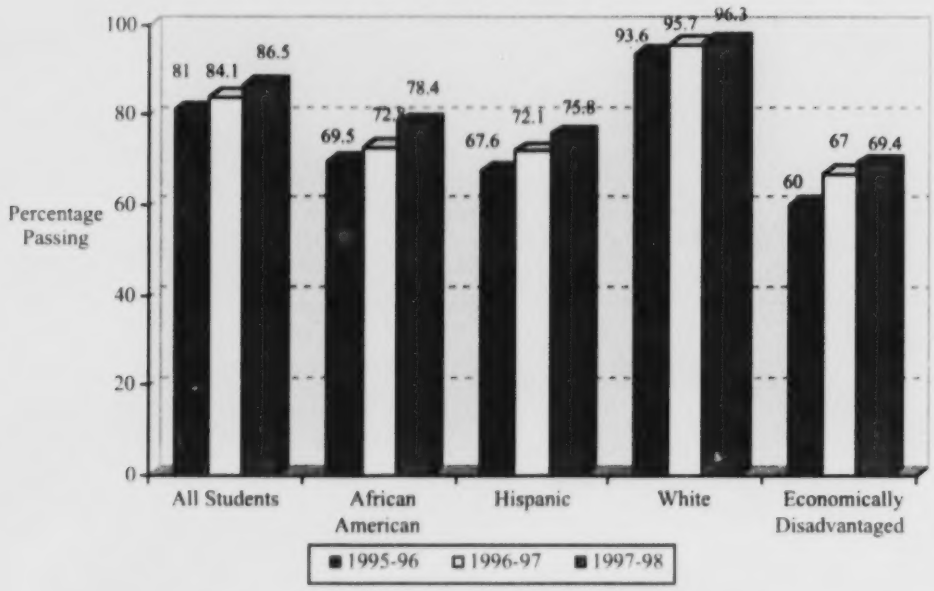
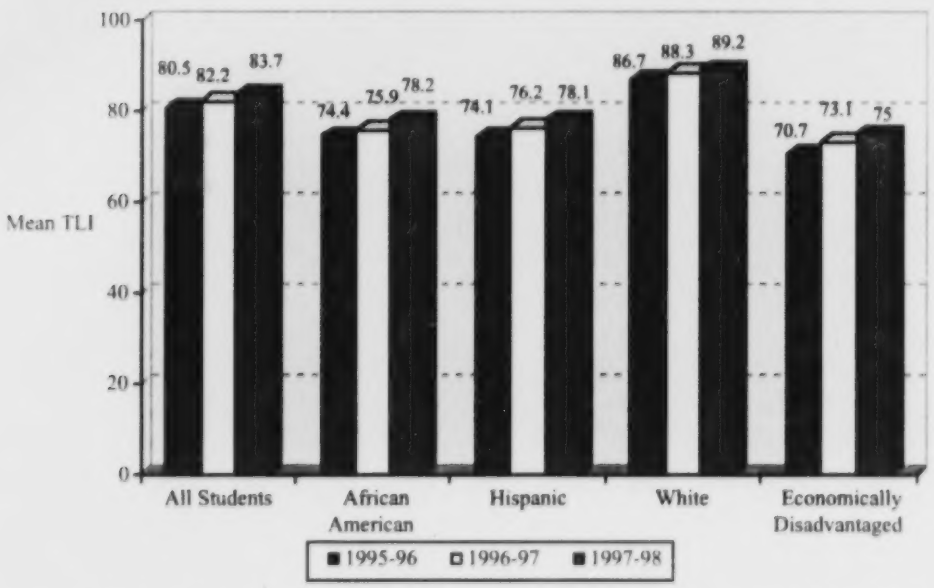
Figure 34: Percentage of Grade 10 Students passing TAAS Reading, 1995-96 (n=3008), 1996-97 (n=3132), and 1997-98 (n=3394)



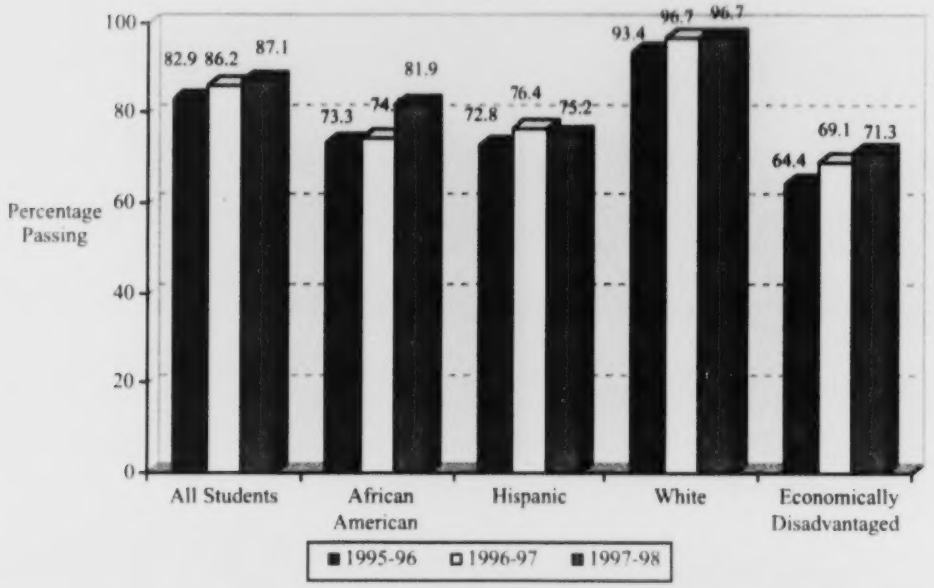
Districtwide and across all disaggregated groups, the percentage of students passing *Grade 10 TAAS Reading* increased in 1995-96, 1996-97, and 1997-98.

Figure 35: Mean TLI for Grade 10 Students in TAAS Reading, 1995-96 (n=3008), 1996-97 (n=3132), and 1997-98 (n=3394)



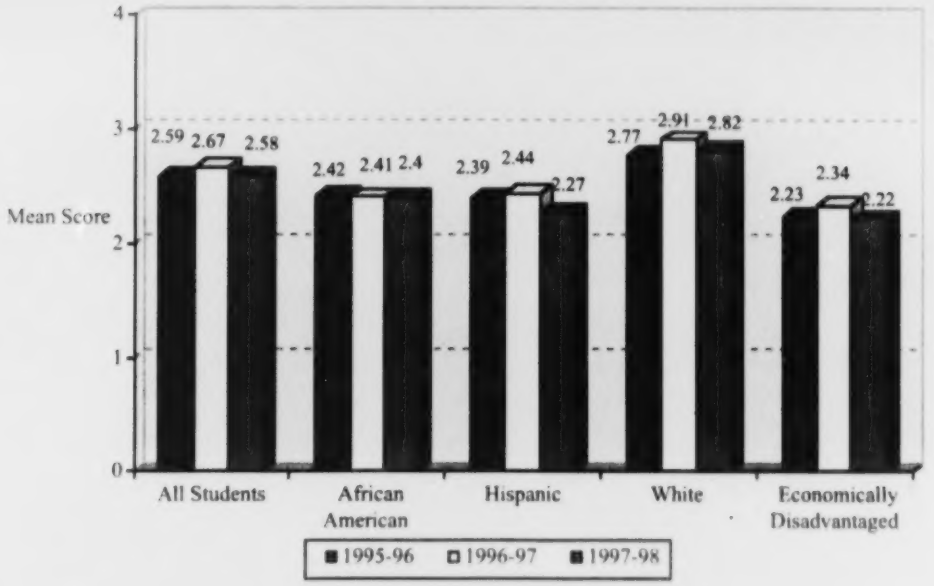
Note: a TLI score of 70 indicates that a student is in line to meet the exit level standard.

Figure 36: Percentage of Grade 10 Students passing TAAS Writing, 1995-96 (n=2999), 1996-97 (n=3112), and 1997-98 (n=3368)



Districtwide and across all disaggregated groups, the percentage of students passing *Grade 10 TAAS Writing* increased in 1996-97, and increased slightly or stayed the same in 1997-98 in all disaggregated groups except Hispanic.

Figure 37: Mean Written Composition Score for Grade 10 Students, 1995-96 (n=2999), 1996-97 (n=3112), and 1997-98 (n=3368)



Note: a Written Composition score of 3 or 4 indicates passing.

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TAAS Reading and Writing Initiatives and Strategies

Review:

In reviewing AISD student performance on the 1997 TAAS reading and writing tests, the following findings were observed:

- Student scores in reading are improving; these gains need to continue and accelerate especially for African American, Hispanic, and economically disadvantaged students.
- In writing, African American students made gains. However, instruction needs to be accelerated to increase student achievement in writing especially for Hispanic, and economically disadvantaged students.

District Standard:

To continually improve student performance on Texas Assessment of Academic Skills (TAAS) reading and writing tests, each campus will:

1. Implement the AISD Language Arts Curriculum; and
2. Use state-approved and district adopted textbooks, materials, and supplemental resources which are aligned with the district curriculum unless a district waiver has been approved.

Best Practices:

In the most effective classrooms, best practices in language arts are used which include:

- student-led discussion and student-creation of questions and less time with teacher dominated instruction;
- students selecting books to read at their respective reading level(s); therefore, the time spent with all students reading the same text is greatly reduced;
- students writing, editing, revising, publishing original works; the writing process is used in all disciplines;
- students in flexible groups working with the teacher, as needed, on specific skills; thus, whole class instruction is used only when all or almost all students have the same skill needs;
- grammar, spelling, and vocabulary are taught, not as isolated lessons, but within meaningful applications.
- an active, productive classroom in which all students are actively engaged in reading, writing, speaking, listening, viewing, and analyzing to learn and help others learn.

Additional best practices in language arts include the following strategies:

- Work with teachers, principals, and students to correlate skills used in TAAS mathematics with those needed for reading and writing; e.g., estimation in mathematics and prediction in reading.
- Assist campuses with analysis of TAAS data by comparing annual work plans to success on individual TAAS objectives: analyze objectives, strategies and time allotted to objectives that need remediation.
- Integrate reading and writing across the content areas; focus on these tools in social studies, science, mathematics, etc.

- Target campus site visit objectives to TAAS performance data, by comparing work plans and site team observation and interview data, campus professional development strategies and CIP.
- Encourage students to write daily in a variety of ways and formats including as a tool for learning content-area information.
- Create school-based incentive programs for library circulation and number of books read by individual students.
- Create a "book wall" of short summaries of books read by students, teachers, and administrators.
- Create campus-based newspapers and literary magazines encouraging all students to submit writing for publication.
- Create several featured locations in the school that display student writing; change display frequently--providing all students with an opportunity to participate.
- Teach grammatical usage, mechanics, and spelling using students' own writing and within the revision and editing stages of the writing process.
- Implement silent sustained reading periods daily or weekly to allow students time to practice building fluency and stamina for sustained reading tasks.
- Use a variety of instructional configurations for reading including modeled or shared reading, guided reading, or literature circles, and independent reading.
- Limit the amount of time students are listening to others read to 10 minutes daily.
- Use the AISD Language Arts Curriculum Framework to align curriculum implementation and instructional practices within and among campus classrooms.
- Design and use testing materials which assess in the TAAS reading and writing formats.
- Provide to each campus a complete set of TAAS objectives and specifications and other guide material for duplication for all teachers.
- Increase the amount of reading of nonfiction texts.
- Communicate TAAS information to students and parents.
- Limit use of commercial TAAS practice materials.

Services to be Provided:

In response to the general review of TAAS, the services below will be provided by the AISD Language and Literacy Support Team:

Reading

- Support implementation of the AISD Language Arts Curriculum through professional development; technical assistance to campuses, demonstration lessons, as appropriate, and other strategies identified through individual campus analyses.
- Offer trainer of trainers model of professional development in Texas Essential Knowledge and Skills (TEKS) implementation for all Language Arts Campus Specialists.
- Host third annual Reading Summit during summer 1999.
- Suggest modifications in instructional delivery and educational materials which address individual learning styles.

- Offer professional development in strategies for reading success in a variety of settings including content area reading; this training will be aligned with the print format which is used in TAAS as well as many other formats which readers encounter.
- Tailor inservice opportunities on site to individual school's needs in reading following analysis of student performance indicators.
- Provide lists of vendors and recommended resources to campuses in order to expand available reading material.

Elementary School Support

- Offer trainer of trainers model of staff development in balanced literacy for all elementary campuses. Training will include assessment strategies and implementation of the balanced literacy model of reading instruction.
- Assist principals with strategies to protect the time allotted for Reading Recovery and Literacy Support instruction daily.
- Implement "shadowing" of all successfully discontinued Reading Recovery students in grades 2 and 3.
- Expand Literacy Support Plan provided by Reading Recovery teachers to 47 campuses; 42 of these campuses serve large percentages of economically disadvantaged and minority students.
- Expand S.O.A.R. (Summer Opportunity to Accelerate Reading) summer school program to include all children demonstrating deficiencies in reading.
- Continue implementation of PALM in grades Pre-K-2, expanding reporting requirements to all students with the assessment results used to help identify students who are at-risk of reading failure.
- Use district assessment model to determine reading levels.
- Provide written analysis of TAAS objective 4 (Relationships and Outcomes) at grade 3 and pamphlet of suggested strategies to address this objective.
- Provide balanced literacy training, support and materials to 130 Pre-K-K teachers in the 33 schools designated in year 1 of Academics 2000 Grant.
- Provide support to eight campuses receiving Academics 2000 Grant monies for literacy programs.

Secondary School Support

- Assist campuses with development of secondary reading courses in alignment with best practice and TAAS objectives.
- Use District assessment model to determine reading levels of students reading below expected grade level performance.
- Provide inservice on English II End of Course exam.
- Assist campuses with the purchase of materials for secondary reading courses.

Writing

- Support implementation of the AISD Language Arts curriculum through professional development; technical assistance to campuses, demonstration lessons, as appropriate, and other strategies identified through individual campus analyses.

- Establish writing support teams especially for the 550+ AISD teachers and administrators who have completed Capital City Writes. Focus attention on implementation strategies and TAAS objectives.
- Continue Capital City Writes, a writing institute based on the New Jersey Writing Project model in summer 1999 and fall and spring intersession sessions.
- Offer trainer of trainers model of professional development in the implementation of TEKS with special emphasis on writing.
- Offer TAAS Holistic Scoring Workshops in order to familiarize teachers with criteria for scoring and instructional techniques to improve composition and build campus staff capacity.
- Offer TAAS writing inservices at the campus and district level.
- Continue Project Read training in written expression as needed.
- Provide additional training for teachers in grammar, mechanics, and sentence structure through the writing process to address objectives 5, 6, 7 on TAAS Writing.
- Offer incentives and training designed to increase participation in the fourth annual Young Authors' Conference in May 1999.
- Create and implement TAAS writing simulations among campuses in vertical teams; field test prompts, analyze results, conduct simulation, train teachers, analyze results, plan and implement interventions.
- Provide inservice on English II End of Course exam.
- Provide written explanation and analysis of objective 7 on TAAS (use of Spelling, Capitalization, and Punctuation) and strategies to address this objective especially for grades 8-9-10.

Intervention strategies for Focus Schools

The campus which has been identified as low-performing due to TAAS mathematics scores will receive special services not only from the AISD Mathematics team but from the entire Curriculum Support Team. These services will include but are not limited to the following:

- Analysis of Mathematics TAAS data by comparing annual work plans to success on individual TAAS objectives; analyze objectives, strategies, and time allotted to in depth study of each objective.
- Identify campus professional development needs and provide training as needed at the Campus site.
- Involve parents early in the process to support work in the classroom and assist in monitoring completion of work assigned outside the classroom.
- Consult with individual teachers to identify individual student needs and suggest modifications in instructional delivery if appropriate.
- Identify resource needs and ensure mathematics teachers and students are provided materials as needed.
- These strategies will be implemented through collaborative efforts of the curriculum team and the area superintendents.

CAMPUS STRATEGIC/IMPROVEMENT PLANS

The local CIP is a planning document founded on a mutually developed, shared vision and mission for the improvement of student achievement on each campus. The CIP is derived from consultation with all stakeholders, including parents, teachers, administrators, and concerned members of the campus community. Surveys are to be conducted to elicit the perceptions by staff, parents and community of campus strengths and weaknesses.

The CIP is based on meeting the identified needs of students on each campus, using the most current data available from all sources, including the pertinent academic excellence indicators, disaggregated by student populations represented on the campus. The needs of students served by special programs are also addressed, including students served by special education, bilingual education, gifted/talented, and early childhood. Possible factors are examined which might contribute to low test results, low attendance rates, or high dropout rates for a campus and within specific populations.

Local, district, state and federal revenue sources are examined which might contribute to supporting improvement initiatives. State and local student achievement goals, including TAAS objectives and TEKS categories, are aligned with resources and needs to provide focused improvement efforts with measurable outcomes.

The local CIP also contains specific, measurable accountability indicators of progress in meeting the action steps of large goals, and evaluative measures of progress in addressing the professional development needs of staff. Accountability of effort toward meeting campus goals is achieved through the regular logging at the campus of evidence of attainment of short-term goals, and evaluation of progress toward meeting long-term goals. The following steps should be used at the campus level to evaluate past and to plan future strategies and initiatives for attaining short and long-term goals.

METHODOLOGY FOR USING TAAS RESULTS AT THE CAMPUS LEVEL

This report is an example of the use of TAAS results to refine and improve strategies for achieving district and campus goals and initiatives. The suggested methodology for using TAAS results at the campus level includes the following steps:

1. Review TAAS results (percentage passing as well as TLI) by subject and by grade for the campus. Evaluate overall results in light of district and campus goals and initiatives.
2. Review TAAS results by grade for disaggregated groups, determine specific areas of improvement, and areas in need of improvement in light of strategies used in the prior year. Determine which strategies seemed to be more effective, and which are in need of modification or elimination.
3. After determining areas in need of improvement, review results of specific TAAS objectives for those areas (i.e. subject, grade, disaggregated group).
4. Use the knowledge gleaned from the review of the effectiveness of prior year initiatives and strategies, based on TAAS results, to support teachers as they plan for the coming school year.
5. Align professional development activities with best practices for enhancing students achievement.

STATE ACCOUNTABILITY SYSTEM CHANGES

The source for this section of the TAAS report is TEA's Division of Performance Reporting website (http://www.tea.state.tx.us/perfreport/). Further information about accessing this site and about information available at this site is presented in Appendix B.

The statewide assessment program currently includes the Texas Assessment of Academic Skills (TAAS) test and end-of-course examinations. TAAS measures the statewide curriculum in reading and mathematics at grades 3 through 8 and the exit level; in writing in grades 4, 8, and the exit level; and in science and social studies at grade 8. Spanish-version TAAS tests are administered at grades 3 through 6. Satisfactory performance on the TAAS exit level tests is prerequisite to a high school diploma.

End-of-course examinations measure the statewide curriculum of certain high school courses (Algebra I, Biology I, English II, and U.S. History) in order to ensure that high academic standards are being met. Satisfactory performance on end-of-course tests will be an optional prerequisite to satisfactory performance on the TAAS exit level tests for students to be eligible to graduate, beginning with the 1998-99 school year.

ACCOUNTABILITY RATING STANDARDS

The accountability rating standards for the 1998-99 school year are presented in figure 39. There are three changes to the accountability ratings system that will take effect in the 1998-99 school year.

MAJOR CHANGES IN THE RATING STANDARDS

1. Required Improvement,
2. TAAS results for students receiving special education services, and
3. Spanish TAAS results.

Required Improvement will be eliminated as an additional performance requirement for the Recognized rating category. However, Required Improvement will continue to be a requirement for the Academically Acceptable/Acceptable rating category, and the Academically Unacceptable/Low-Performing rating category.

TAAS results for students receiving special education services who meet the accountability subset criteria will be included with all students (and with the disaggregated groups) to determine 1998-99 ratings. The TEA alternative assessment for students who meet the exemption criteria (students not served on grade level or students for whom modifications would invalidate test results) is being developed but will not be ready for use until 1999-2000. Therefore, alternative assessments approved by the student's ARD committee will continue to be used in the district until the TEA alternative assessment becomes available.

Spanish TAAS results will be used, for the first time, to determine ratings in 1998-99. Spanish results for Grades 3 and 4 Mathematics and Reading will be included in 1998-99, and Spanish results for Grades 5 and 6 Mathematics and Reading, as well as grade 4 Writing will be included in 1999-2000.

Figure 38: Accountability Rating Standards for 1998

	Exemplary	Recognized[1]	Academically Acceptable/ Acceptable	Academically Unacceptable/Low-Performing
Base Indicator Standards				
Spring '98 TAAS: Reading Writing Mathematics	at least 90.0% passing each subject area (all students & each student group[2])	at least 80.0% passing each subject area (all students & each student group[2])	at least 40.0% passing each subject area (all students & each student group[2])	below 40.0% passing any subject area (all students or any student group[2])
1996-97 Dropout Rate	1.0% or less (all students and each student group[2])	3.5% or less (all students and each student group[2])	6.0% or less (all students and each student group[2])[3]	above 6.0% (all students or any student group[2])[3]
1996-97 Attendance Rate	at least 94.0% (grades 1-12)[4]	at least 94.0% (grades 1-12)[4]	at least 94.0% (grades 1-12)[4]	at least 94.0% (grades 1-12)[4]
Additional Performance Requirements				
Required Improvement	not applicable	not applicable	applicable (see criteria below)	applicable (see criteria below)

Note[1]: Student groups are African American, Hispanic, White, and Economically Disadvantaged.

Note[2]: If a district or campus would be rated Academically Unacceptable / Low-performing solely because of a dropout rate exceeding 6.0% for a single student group (not all students), then the district or campus will be rated Academically Acceptable / Acceptable if that single dropout rate is less than 10.0%, and has declined from the previous year.

Note[3]: Districts may appeal to use 1997-98 attendance rates if failure to meet the attendance rate standard is the sole reason that the district or one of its campuses did not earn the Exemplary or Recognized rating. If failure to meet the attendance rate standard is the sole reason that a district would receive an accreditation status of Academically Unacceptable or a campus rating of Low-performing, then that requirement will be waived.

As noted in Figure 39, Required improvement applies only to the ratings categories of Academically Acceptable/Acceptable, and Academically Unacceptable/Low-Performing. The criteria for the rating category of Academically Acceptable/Acceptable are as follows: For each TAAS subject area with less than 40.0% passing (all students and each student group), actual change between 1998 & 1997 TAAS met or exceeded the change needed to reach 50.0% passing within five years AND/OR for any dropout rate above 6% (all students and each student group), actual change between 1996 & 1997 dropout rate met or exceeded the change needed to reach a 6.0% rate within five years.

The criteria for the rating category of Academically Unacceptable/Low-Performing are as follows: For each TAAS subject area with less than 40.0% passing (all students and each student group), actual change between 1998 & 1997 TAAS was insufficient to reach 50.0% passing within five years AND/OR for any dropout rate above 6.0% (all students and each student group), actual change between 1996 & 1997 dropout rate was insufficient to reach a 6.0% rate within five years.

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APPENDICES

APPENDIX A:
CALENDAR OF TEXAS ACCOUNTABILITY SYSTEM EVENTS, 1998-99

In the Calendar below, the dates in boldface type indicate submission deadlines or test administration dates.

Year	Date	Event
1998	**June 25**	**1997-98 PEIMS Submission 3 due (1997-98 Attendance)**
	August 3	TEA issues district and campus (traditional calendar) accountability ratings
	Early August	Districts receive Accountability Data Table (Part II) and Spring 1998 Preview Report for June TAAS administration from test contractor
	August 31	Last day for districts to appeal August 3 ratings
	September 1	TEA issues accountability ratings for year-round schools and schools evaluated under the Alternative Education Accountability System
	September 30	Last day for districts to appeal September 1 ratings
	mid-October	TEA issues AEIS reports to all districts and campuses; Additional Acknowledgment for Comparable Improvement announced on campus AEIS reports
	mid-November	TEA provides the school report card to all campuses
	October 30	Accountability System "as of" date for enrolled students
	December 1	TSSAS award winners announced
	December 10	1998-99 PEIMS Submission 1 due (Class of 1998 Dropouts and Graduates; 1997-98 Enrollment)
1999	**January 21**	Last date to submit changes and corrections to 1998-997 PEIMS Submission 1
	February 23-25	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); writing (grades 4 & 8)
	April 14-16	Districts receive exit-level TAAS results for all students from test contractor
	April 27-28	TAAS test administration: reading & mathematics (grades 3-8, Spanish grades 3 & 4)
	April 29-30	TAAS test administration: science & social studies (grades 8)
	Mid-May	Districts administer end-of-course examinations during two-week period prior to completion of the course
	May 14-21	Districts receive TAAS results for all students in grades 3 - 8 from test contractor
	June 1-4	Optional TAAS testing for year-round education schools: reading & mathematics(grades 3-8)

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Year	Date	Event
	Mid-June	**Districts receive: Accountability Data Table (Part I) with attendance, dropout rates, college admissions results, and TAAS TASP equivalency results from TEA and Accountability Data Table (Part II) and Spring 1999 Preview Report for spring TAAS administration from test contractor**
	July 1-9	Districts and TEA receive TAAS results from optional test administrations for all students from test contractor
	Mid-July	Districts receive Accountability Data Table (Part II) and Spring 1999 Preview Report for June TAAS administration from test contractor
	July 30	Districts receive TAAS end-of-course results from test contractor
	Early August	TEA issues district and campus (traditional and year-round calendar) accountability ratings and acknowledgements
	To be determined	TEA issues AEIS reports to all districts and campuses; Additional Acknowledgement for Comparable Improvement announced on campus AEIS reports
	To be determined	TEA provides the school report card to all campuses

Notes: Dates in boldface type indicate data submission deadlines or test administration dates.

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APPENDIX B:
ACCOUNTABILITY INFORMATION ON THE INTERNET

Detailed performance and profile information for every public school, district, or region in Texas is available from the Texas Education Agency's Division of Performance Reporting website. The most complete report is the Academic Excellence Indicator System (AEIS) report, available at the school, district, and region level. On this website, it is available for the 1996-97, 1995-96, 1994-95, and 1993-94 school years. AEIS reports for 1990-91 to the present are available in hard copy from the Division of Communications (512/463-9000) at the Texas Education Agency. TEA also publishes Snapshot annually. This book contains a subset of the AEIS information for every district in the state. All statistical information published in Snapshot is available at this website.

The Accountability site provides a list of the most recent accountability ratings for the schools and districts in the state. You can also download the latest **Accountability Manual** from this site to better understand how the Texas accountability system works.

HOW TO ACCESS THE INFORMATION

- The website address for TEA's Division of Performance Reporting is http://www.tea.state.tx.us/perfreport/.

APPENDIX C:
INTERPRETING THE TEXAS LEARNING INDEX

The Texas Learning Index (TLI) is a statistic that allows for comparison both across years and across grades within a subject area for reading and mathematics at Grades 3-8 and exit level. The TLI ranges from zero to the maximum score possible on a subject area test and is preceded by a digit representing the grade level (e.g., 3-65 for Grade 3, X-83 for exit level). The minimum expectations score of 70 represents about the same rank order position in a subject relative to other students at each grade tested and at each administration. Thus, the TLI score can be used to assess a student's relative standing within a subject area across grades. For example, if a student scored a TLI of 3-65 at Grade 3 in reading, the student did not meet minimum expectations. If the same student achieved a TLI of 4-72 at Grade 4 in reading, the student improved his or her relative standing and also met minimum expectations. In addition, the achievement level required to score a 70 on the TLI at all grades is roughly equivalent to the standard set at the exit level. Thus, an analysis of a student's score can reveal whether the student is in line to meet the exit level standard if current progress continues. The TLI is not used for reporting results of the TAAS writing test or the TAAS science and social studies tests since these tests are not administered across consecutive grades.

For information on interpreting the TLI as it is used by TEA, download the 1998 Accountability Manual from TEA's Division of Performance Reporting. Go to the Division's website: http://www.tea.state.tx.us/perfreport/ and hit the Accountability Ratings button, find the 1998 Accountability Manual line at the bottom of the page, select the line and click. The manual will be automatically downloaded to your desktop and decompressed.

APPENDIX D:
CATALOG OF TAAS REPORTS AVAILABLE TO CAMPUSES

Document Name	Produced By			Received By		Date Sent
	TEA	Testing	AISD Programmer	Campus	Central	
Guide for Interpreting Assessment Reports	**X**			**X**		**May**
Brochure explaining scores to parents	X			X		May
Preview Report for Spring Testing	X			X	X	June
Accountability Data Tables	X			X	X	August
School Report Card	X			X	X	November
AEIS Report	X			X		October
AEIS Longitudinal Graphs		X		X		Upon Request
Classroom Summaries by Teacher Who Tested		X	X	X		August
Classroom Summaries by Current Teacher		X	X	X		September
Alpha Listing of Incoming 9th Grade Scores by Objective			X	X		Upon Request
Percentage of Students in Need of Remediation by Objective		X		X		September
Mastery by Objective		X	X	X		September
Rank Order of TLI Scores by Grade Level		X	X	X		Upon Request
Alpha List of Math and Reading TLI Scores for Incoming 9th Graders			X	X		Upon Request
Alpha List of Math & Reading TLI Scores for Incoming grades 6 & 7			X	X		Upon Request

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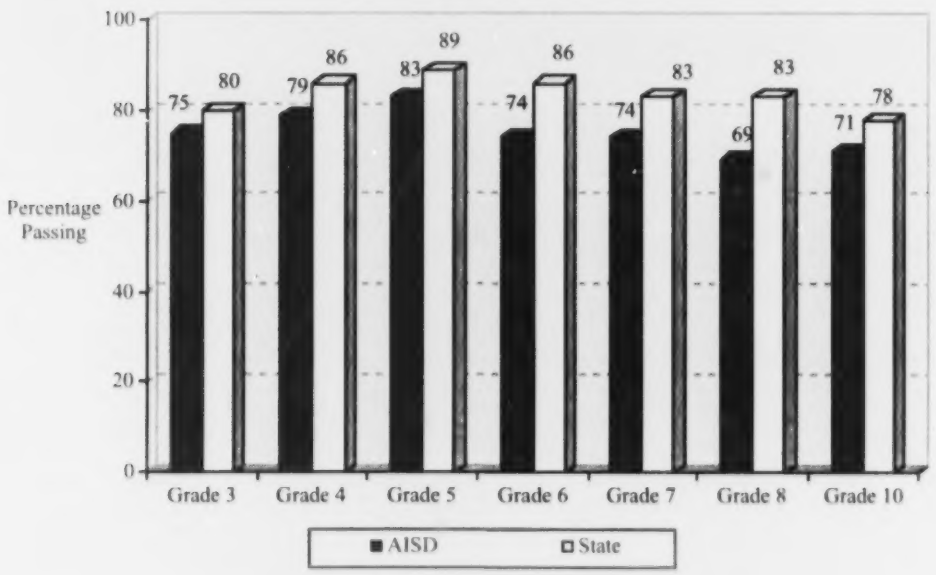
APPENDIX E:
COMPARISON OF AISD AND STATE TAAS RESULTS; 1997-98

In Figures 39 through 41, AISD TAAS percentages passing for each subject, and grade are compared to percentages passing for the state. The AISD results and the state results used in this figure do not include year round school students because yearround data are not yet available at the state level. Also, results for all students tested are used in this figure because the accountability subset is not yet available for the state.

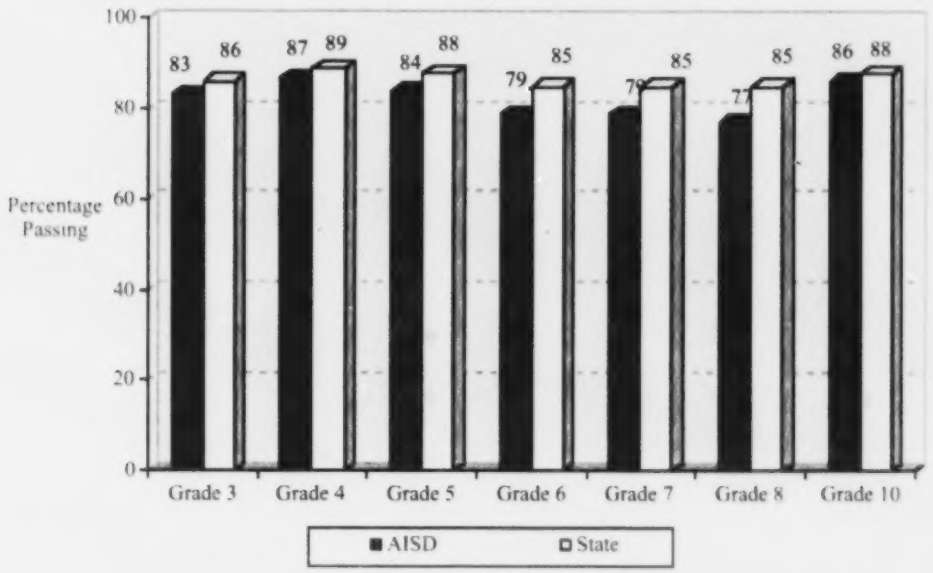
MATHEMATICS

Figure 39: Percentage passing TAAS Mathematics in 1997-98, for AISD Students and for all Students Tested in the State



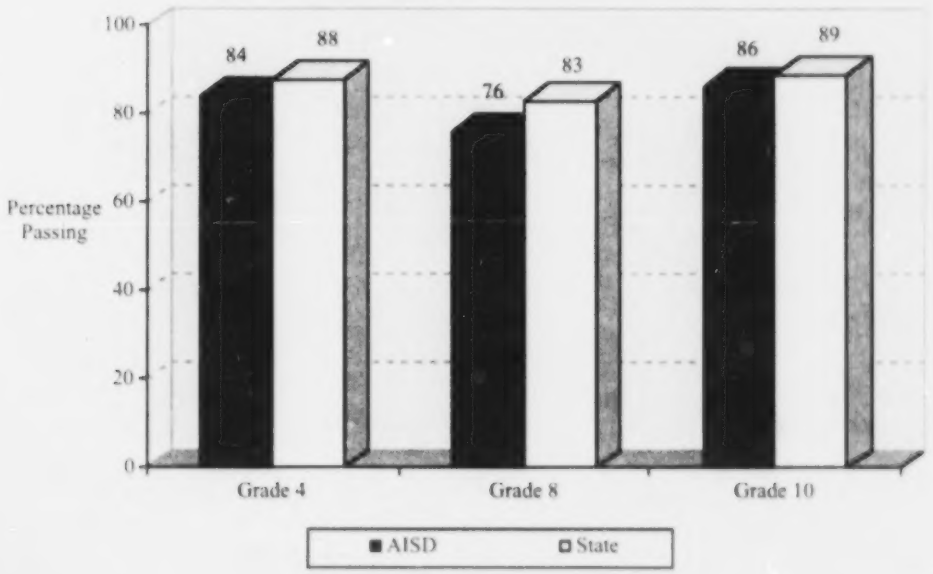
READING

Figure 40: Percentage passing TAAS Reading in 1997-98, for AISD Students and for all Students Tested in the State



WRITING

Figure 41: Percentage passing TAAS Writing in 1997-98, for AISD Students and for all Students Tested in the State



APPENDIX F:
DISTRICTWIDE TAAS PARTICIPATION REPORT (EXEMPTION DATA)

The percentages on this report are based on the number of answer documents submitted for the tests listed below. Districts submit an answer document for each student enrolled at the time of the spring TAAS administration in the grades tested. Different tests are given at different grades:

- Grade 3 - TAAS Reading and Mathematics; or TAAS Spanish Reading and Mathematics
- Grade 4 - TAAS Reading, Writing, and Mathematics; or TAAS Spanish Reading and Mathematics
- Grade 5 - TAAS Reading and Mathematics; or TAAS Spanish Reading and Mathematics
- Grade 6 - TAAS Reading and Mathematics; or TAAS Spanish Reading and Mathematics
- Grade 7 - TAAS Reading and Mathematics
- Grade 8 - TAAS Reading, Writing, Mathematics, Social Studies, and Science
- Grade 10 (exit level) – TAAS Reading, Writing, and Mathematics

A Glossary of terms is presented on the following page.

Figure 42: TAAS Participation Profile for All Students (Grades 3, 8, &10); Percentage of students tested in each group for 1996-97 & 1997-98

TAAS Participation	Year	Campus	African American	Hispanic	White	Economic Disadvantage
Tested	1996-97	91.10	89.40	87.30	96.10	91.20
Tested	1997-98	91.40	89.20	88.10	96.00	91.50
Accountability	1996-97	74.90	73.90	67.20	83.60	75.50
Accountability	1997-98	75.30	73.00	68.30	83.30	75.80
TAAS Mobile	1996-97	3.50	3.80	3.60	3.00	3.10
TAAS Mobile	1997-98	3.30	4.10	3.20	3.00	2.90
Special Ed.	1996-97	9.40	11.70	8.80	9.60	9.50
Special Ed.	1997-98	9.70	12.10	9.20	9.70	9.80
Spanish (3-6)	1996-97	3.20	0.00	7.70	0.00	3.20
Spanish (3-6)	1997-98	3.00	0.00	7.40	0.00	3.00
Not-tested	1996-97	8.90	10.60	12.70	3.90	8.80
Not-tested	1997-98	8.60	10.80	11.90	4.00	8.50
Absent	1996-97	1.10	1.20	1.60	0.60	6.30
Absent	1997-98	1.50	1.50	2.10	1.00	9.00
ARD Exempt	1996-97	4.80	7.60	6.00	2.60	4.80
ARD Exempt	1997-98	4.50	7.60	5.40	2.40	4.50
LEP Exempt	1996-97	1.80	0.10	3.50	0.20	1.80
LEP Exempt	1997-98	1.40	0.10	2.60	0.20	1.40
Other	1996-97	1.20	1.70	1.70	0.50	1.10
Other	1997-98	1.20	1.60	1.80	0.50	1.20
Total Answer Documents	1996-97	33,253	5,657	13,835	12,934	32,939
Total Answer Documents	1997-98	36,609	6,141	14,859	14,619	36,331

Note: Totals may not sum due to rounding and/or missing information.

GLOSSARY OF TERMS

Tested: The percent of students who took one or more of the TAAS tests listed above.

Accountability: The percent of students whose performance on the TAAS was used in determining accountability ratings for districts and schools.

TAAS Mobile: The percent of students who enrolled in the district after late October (the fall PEIMS submission date). The performance of these students is not currently considered when determining the schools or district's accountability rating.

Special Education: The percent of students who were coded as "Special Education" on the TAAS answer document. The performance of these students is not currently considered when determining the school's or district's accountability rating.

Spanish (Grades 3, 4, 5, & 6): The percent of students who took the Spanish TAAS for reading and/or mathematics. The performance of these students is not currently considered when determining the school or district's accountability rating.

Not Tested: The percent of students (in the grades tested) who did not take the TAAS.

Absent: The percent students who did not take the TAAS because they were absent on the days of testing.

ARD Exempt: The percent of students who did not take the TAAS because they received a special education exemption from their Admission, Review, and Dismissal (ARD) committee.

LEP Exempt: The percent of students who did not take the TAAS because they received a limited English proficiency (LEP) exemption as determined by a language proficiency assessment committee (LPAC).

Other: The percent of students whose answer documents were not scored due to other reasons, such as a student who became ill while taking the TAAS test.

Total Answer Documents: This number represents the number of students enrolled at the time of the spring TAAS administration in the grades tested. Official "enrollment" numbers will not match exactly the number of answer documents submitted because enrollment is taken in the fall and students are tested in the spring.

Appendix G: TAAS Results For Each AISD Campus by Disaggregated Group

In the following table, the percentage of students passing TAAS and the mean TLI or mean Writing Composite score is presented for each campus in the district, by disaggregated group. There is no TLI for Writing therefore, a mean Writing Composite score is presented for Writing instead of a TLI. Empty cells indicate that fewer than five students in that disaggregated group were tested.

Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan	White	Econ Dis	All	Af. Amer	Hispan	White	Econ Dis	All	Af. Amer	Hispan	White	Econ Dis
Anderson H S	**Pass Rate**	**1994-95**	**73.6**	**24.0**	**53.1**	**83.7**	**32.0**	**81.4**	**38.1**	**62.5**	**89.7**	**47.6**	**88.5**	**62.5**	**71.4**	**95.7**	**60.0**
	Pass Rate	1995-96	74.0	31.0	52.6	84.6	32.4	88.7	77.8	75.4	94.0	58.8	92.7	76.9	89.1	95.4	84.8
	Pass Rate	1996-97	84.3	54.5	65.5	90.2	46.2	92.0	86.4	78.6	95.9	67.5	92.6	68.2	83.6	97.6	69.2
	Pass Rate	1997-98	90.6	47.4	76.8	96.4	61.5	94.5	84.2	81.1	98.2	66.7	97.0	84.2	86.8	100.0	79.2
	Mean TLI	1994-95	76.5	63.3	70.8	79.2	64.6	80.9	66.3	74.6	84.0	66.9	2.75	2.25	2.37	2.90	2.12
	Mean TLI	1995-96	76.5	64.3	69.2	79.8	63.4	84.2	77.5	76.9	87.1	71.4	2.83	2.54	2.55	2.92	2.52
	Mean TLI	1996-97	79.8	68.2	72.7	82.1	67.6	86.6	81.5	80.3	88.8	73.1	2.86	2.41	2.51	2.99	2.33
	Mean TLI	1997-98	82.6	66.5	75.7	85.1	70.4	88.9	82.3	82.6	90.7	77.2	2.86	2.63	2.58	2.92	2.22
Austin H S	Pass Rate	1994-95	70.5	42.1	48.3	84.8	40.8	84.8	50.0	71.2	96.0	57.3	89.5	68.4	81.2	96.5	78.1
	Pass Rate	1995-96	75.8	30.8	52.2	89.9	40.2	86.1	78.6	63.7	96.7	55.7	87.2	80.8	70.6	95.2	61.4
	Pass Rate	1996-97	78.1	46.2	56.9	90.2	40.2	88.7	73.9	70.4	97.4	59.0	88.5	61.9	69.2	98.1	53.5
	Pass Rate	1997-98	83.4	63.6	66.9	92.6	53.8	93.0	95.0	84.7	96.7	76.1	93.0	85.7	81.5	98.8	72.9
	Mean TLI	1994-95	75.4	64.3	67.2	80.9	64.2	81.9	70.9	75.0	86.9	70.7	2.87	2.32	2.74	2.99	2.66
	Mean TLI	1995-96	76.4	65.3	67.0	81.3	63.5	83.8	80.0	72.7	89.1	69.6	2.68	2.50	2.39	2.82	2.27
	Mean TLI	1996-97	77.7	66.5	69.5	82.2	63.4	84.5	77.1	75.6	88.8	69.9	2.81	2.29	2.39	3.01	2.18
	Mean TLI	1997-98	80.7	73.9	73.1	84.5	70.2	87.9	84.3	81.5	91.1	77.3	2.79	2.62	2.36	2.99	2.28
Bowie H S	Pass Rate	1994-95	70.8	31.0	59.3	77.6	53.8	87.5	74.1	86.0	89.9	84.6	88.1	72.4	90.7	89.7	70.4
	Pass Rate	1995-96	71.9	48.1	60.8	77.1	45.2	91.4	96.0	81.8	94.7	75.0	90.8	84.0	84.2	94.1	59.5
	Pass Rate	1996-97	79.7	61.0	62.6	87.7	56.1	90.3	84.2	81.9	94.3	65.8	91.9	83.3	85.0	95.2	77.5
	Pass Rate	1997-98	83.1	61.3	68.2	90.1	50.0	93.9	78.6	86.2	97.5	73.3	92.7	84.0	87.0	95.2	71.4
	Mean TLI	1994-95	74.7	63.0	71.4	76.7	68.7	81.9	75.0	80.6	83.3	78.2	2.50	2.21	2.50	2.53	2.22
	Mean TLI	1995-96	75.5	67.7	71.5	77.3	67.9	84.2	83.7	79.2	85.9	74.3	2.65	2.76	2.52	2.68	2.31
	Mean TLI	1996-97	77.1	71.4	71.9	79.5	70.3	84.8	80.7	79.5	87.2	77.9	2.73	2.60	2.57	2.79	2.45
	Mean TLI	1997-98	79.2	70.7	73.5	81.7	68.5	87.0	81.7	81.6	89.2	76.0	2.64	2.44	2.39	2.73	2.07

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ Dis.	All	Af. Amer.	Hispan.	White	Econ Dis.	All	Af. Amer.	Hispan.	White	Econ Dis.
Crockett H S	**Pass Rate**	**1994-95**	**58.6**	**34.8**	**43.0**	**75.2**	**39.1**	**78.5**	**43.5**	**76.3**	**86.4**	**56.5**	**80.6**	**60.9**	**75.0**	**90.3**	76.6
	Pass Rate	1995-96	53.5	32.4	45.9	65.7	37.0	80.1	77.8	71.8	89.1	63.9	82.2	75.0	77.6	89.2	69.5
	Pass Rate	1996-97	63.3	34.3	53.5	77.8	41.9	83.3	72.2	76.0	92.1	69.4	87.0	69.7	83.9	93.2	72.2
	Pass Rate	1997-98	59.4	47.9	50.0	71.9	44.1	86.0	88.6	81.1	90.9	74.2	87.6	88.9	81.3	94.4	76.5
	Mean TLI	1994-95	70.9	60.4	65.5	76.8	64.4	79.0	65.5	76.7	83.2	70.6	2.46	2.22	2.33	2.65	2.36
	Mean TLI	1995-96	69.9	62.9	66.6	74.6	63.1	80.0	78.8	76.3	84.3	72.9	2.51	2.44	2.40	2.65	2.18
	Mean TLI	1996-97	72.0	59.9	69.0	77.2	65.0	81.2	73.8	77.7	85.9	72.9	2.53	2.24	2.51	2.60	2.28
	Mean TLI	1997-98	71.7	67.2	68.7	75.9	66.3	82.8	81.9	80.2	86.0	77.8	2.43	2.55	2.25	2.60	2.16
Johnson H S	Pass Rate	1994-95	63.8	34.2	62.3	98.0	42.2	76.4	56.2	75.9	100.0	60.9	86.5	74.3	85.5	100.0	75.0
	Pass Rate	1995-96	66.9	40.3	66.7	97.1	39.5	87.5	77.3	86.4	98.1	74.6	85.6	76.0	84.1	96.2	74.0
	Pass Rate	1996-97	69.8	41.7	72.5	100.0	45.0	85.4	70.6	89.2	100.0	71.9	85.4	73.0	84.6	98.6	71.9
	Pass Rate	1997-98	70.6	51.9	60.5	100.0	56.5	84.9	76.7	75.0	100.0	74.1	87.6	84.1	70.5	100.0	76.5
	Mean TLI	1994-95	73.0	60.6	72.3	87.0	62.7	79.4	68.5	79.4	91.9	71.1	2.94	2.55	2.80	3.44	2.73
	Mean TLI	1995-96	73.9	63.6	74.1	85.5	63.3	83.7	76.3	83.1	91.8	74.0	2.69	2.42	2.75	2.95	2.40
	Mean TLI	1996-97	75.6	65.4	75.8	86.5	65.7	84.0	75.1	86.1	93.1	75.5	2.70	2.25	2.82	3.07	2.35
	Mean TLI	1997-98	75.6	68.2	71.2	87.4	69.0	83.9	78.9	78.0	93.3	77.1	2.76	2.40	2.32	3.41	2.42
Johnston H S	Pass Rate	1994-95	46.0	27.6	29.0	88.2	29.7	63.1	46.4	53.0	92.2	51.9	81.3	75.0	76.8	92.3	73.1
	Pass Rate	1995-96	53.8	32.1	47.3	85.9	38.4	70.8	54.9	62.8	97.2	58.0	76.4	65.3	72.0	90.4	64.2
	Pass Rate	1996-97	58.3	35.0	49.6	87.1	44.0	78.6	69.0	71.3	96.4	68.3	82.7	69.1	78.3	97.6	72.4
	Pass Rate	1997-98	62.6	40.7	57.6	89.2	54.3	84.4	81.1	80.5	93.8	77.2	88.5	79.2	87.2	98.4	83.5
	Mean TLI	1994-95	65.9	58.5	60.6	80.3	60.0	73.6	67.0	68.5	86.9	67.4	2.70	2.56	2.64	2.87	2.53
	Mean TLI	1995-96	68.0	59.5	66.3	78.6	63.1	76.4	70.8	72.9	86.9	70.4	2.46	2.35	2.33	2.73	2.22
	Mean TLI	1996-97	70.7	62.5	67.9	80.8	65.5	80.4	75.2	76.3	89.9	73.4	2.52	2.42	2.43	2.69	2.39
	Mean TLI	1997-98	71.9	64.7	69.9	80.9	68.1	82.2	78.1	80.5	88.4	78.5	2.62	2.58	2.56	2.75	2.54

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan	White	Econ Dis	All	Af. Amer	Hispan	White	Econ Dis	All	Af. Amer	Hispan	White	Econ. Dis.
Lanier H S	**Pass Rate**	**1994-95**	**47.1**	**32.3**	**36.3**	**72.4**	**28.8**	**60.8**	**52.4**	**52.4**	**82.7**	**42.7**	**66.4**	**55.6**	**57.0**	**88.2**	**49.5**
	Pass Rate	1995-96	53.6	29.8	54.0	67.6	43.9	71.1	63.0	58.6	87.9	61.2	63.5	67.9	52.4	76.5	54.7
	Pass Rate	1996-97	64.1	50.8	52.9	87.0	54.1	76.0	80.0	59.4	94.3	67.2	75.1	73.3	61.0	95.7	64.8
	Pass Rate	1997-98	67.4	53.3	66.4	86.2	60.9	76.2	78.1	64.0	96.9	65.6	68.4	72.0	53.7	84.4	57.7
	Mean TLI	1994-95	65.9	59.4	61.1	75.2	60.7	71.3	67.1	66.9	81.2	63.2	2.11	2.00	2.01	2.30	1.91
	Mean TLI	1995-96	68.7	60.7	66.7	74.7	65.1	74.9	71.3	68.7	83.3	69.6	2.02	2.05	2.00	2.06	1.96
	Mean TLI	1996-97	72.6	69.0	68.0	80.5	68.7	77.2	77.8	70.1	86.0	71.9	2.30	2.33	2.06	2.58	2.10
	Mean TLI	1997-98	74.2	68.9	73.7	80.7	71.3	77.8	76.6	73.7	87.0	72.6	2.03	2.12	1.81	2.28	1.90
Mccallum HS	Pass Rate	1994-95	67.8	32.6	50.9	83.8	32.7	79.1	55.8	64.8	91.4	48.1	91.7	88.6	79.6	97.5	75.9
	Pass Rate	1995-96	66.8	28.6	41.5	80.0	29.7	83.4	53.6	73.0	93.0	57.1	89.9	67.9	81.6	98.1	68.6
	Pass Rate	1996-97	80.4	51.0	65.7	90.4	67.3	91.4	73.9	75.0	98.4	86.7	97.7	93.3	90.3	100.0	95.7
	Pass Rate	1997-98	78.7	35.9	67.4	89.2	56.3	92.6	84.6	79.1	97.4	71.4	95.7	92.1	83.7	99.0	83.0
	Mean TLI	1994-95	72.9	61.8	65.5	78.6	60.0	79.9	70.0	73.6	85.1	65.9	3.00	2.93	2.63	3.15	2.57
	Mean TLI	1995-96	73.2	59.1	66.0	77.8	60.4	81.6	68.1	75.1	86.1	70.7	2.96	2.64	2.82	3.08	2.54
	Mean TLI	1996-97	78.1	67.7	69.7	82.2	72.8	86.8	76.5	80.2	90.6	80.9	3.15	2.67	2.87	3.32	3.04
	Mean TLI	1997-98	78.7	67.1	74.6	81.6	70.9	86.5	80.2	79.9	89.1	76.9	2.88	2.62	2.74	2.94	2.67
Reagan H S	Pass Rate	1994-95	50.7	30.7	51.7	84.3	39.8	58.0	47.4	44.1	94.1	45.3	77.1	75.3	64.9	94.1	69.3
	Pass Rate	1995-96	52.4	47.6	55.0	65.2	50.0	62.4	70.0	48.3	65.2	53.0	71.0	77.2	53.6	87.0	61.0
	Pass Rate	1996-97	55.1	49.1	53.5	85.0	52.1	65.7	67.0	55.6	94.7	58.2	72.1	73.2	65.7	94.4	64.2
	Pass Rate	1997-98	56.4	55.4	51.1	85.7	54.0	67.1	69.4	61.7	80.0	63.9	74.4	82.3	61.3	100.0	73.0
	Mean TLI	1994-95	67.9	62.5	66.9	78.1	65.0	70.4	66.7	65.8	82.3	65.8	2.45	2.40	2.30	2.73	2.39
	Mean TLI	1995-96	68.0	66.6	67.6	76.0	66.4	71.2	73.6	64.6	77.4	68.5	2.40	2.50	2.16	2.57	2.20
	Mean TLI	1996-97	69.4	67.1	69.1	80.2	67.4	73.2	73.7	69.6	85.6	69.4	2.45	2.48	2.21	3.17	2.26
	Mean TLI	1997-98	70.1	69.4	68.6	78.9	69.8	73.1	73.9	70.4	81.5	71.7	2.32	2.38	2.20	2.60	2.28

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

Campus	Statistic	Year	Mathematics All	Af Amer	Hispan	White	Econ Dis	Reading All	Af Amer	Hispan	White	Econ Dis	Writing All	Af Amer	Hispan	White	Econ Dis
Travis H S	**Pass Rate**	**1994-95**	**37.6**	**18.5**	**32.4**	**55.9**	**29.4**	**58.6**	**39.3**	**51.7**	**85.7**	**44.1**	**77.4**	**66.7**	**74.5**	**89.1**	**69.4**
	Pass Rate	**1995-96**	**48.4**	**33.3**	**42.2**	**77.8**	**37.1**	**64.2**	**43.3**	**60.5**	**89.1**	**52.6**	**71.5**	**63.3**	**65.8**	**95.7**	**61.9**
	Pass Rate	1996-97	56.0	34.6	53.8	77.5	51.0	74.6	68.0	71.2	92.5	68.3	76.5	73.9	73.7	90.2	68.5
	Pass Rate	1997-98	52.6	42.4	45.3	82.6	45.4	72.5	76.7	65.8	93.5	61.5	70.0	70.0	64.0	91.1	61.7
	Mean TLI	1994-95	63.6	53.9	62.2	70.9	60.5	70.0	63.3	67.5	79.5	64.8	2.72	2.56	2.63	3.00	2.61
	Mean TLI	1995-96	66.5	59.6	65.0	75.6	63.4	73.6	66.2	71.7	84.2	68.9	2.40	2.30	2.33	2.70	2.23
	Mean TLI	1996-97	68.8	62.7	68.0	76.2	67.3	76.8	74.4	75.4	84.3	74.1	2.51	2.52	2.45	2.68	2.42
	Mean TLI	1997-98	68.1	64.9	66.0	76.7	65.6	76.7	76.3	74.3	85.2	71.8	2.18	2.07	2.09	2.60	2.05
Bailey Ms	Pass Rate	1994-95	69.7	48.0	55.9	74.2	44.2	84.4	72.0	74.4	87.8	69.5	83.3	68.8	73.0	86.7	79.3
	Pass Rate	1995-96	79.0	53.4	66.9	83.2	52.8	88.8	71.9	79.3	92.0	65.9	84.4	69.6	74.2	88.5	52.2
	Pass Rate	1996-97	84.4	66.7	74.1	88.4	61.7	92.0	83.3	82.6	95.2	68.9	89.6	70.6	79.3	93.8	68.3
	Pass Rate	1997-98	89.1	57.1	82.7	92.0	75.0	94.7	83.7	90.1	96.3	85.8	91.5	81.3	83.5	94.1	70.4
	Mean TLI	1994-95	74.5	66.7	69.2	76.0	66.4	82.0	75.8	77.4	83.5	75.3	2.48	2.25	2.30	2.53	2.34
	Mean TLI	1995-96	77.3	69.0	72.2	79.0	68.0	84.5	77.8	78.9	86.3	72.7	2.60	2.43	2.58	2.63	2.22
	Mean TLI	1996-97	79.1	71.3	75.2	80.6	71.4	85.9	79.6	80.8	87.6	75.1	2.42	2.29	2.32	2.45	2.10
	Mean TLI	1997-98	81.2	73.5	77.8	82.3	75.5	88.0	81.9	84.2	89.3	81.3	2.61	2.50	2.54	2.65	2.41
Bedichek Ms	Pass Rate	1994-95	50.4	32.0	37.7	68.5	43.9	72.7	62.0	65.7	83.1	67.5	65.2	62.5	59.7	73.3	55.8
	Pass Rate	1995-96	59.4	40.8	50.7	73.8	51.3	72.1	62.6	65.5	82.1	63.8	65.0	60.6	54.5	77.3	61.2
	Pass Rate	1996-97	69.7	52.3	66.0	79.2	61.8	78.3	70.8	72.1	89.1	69.5	68.9	63.9	59.4	83.5	55.2
	Pass Rate	1997-98	70.7	57.6	65.5	81.5	64.0	78.3	66.7	73.7	89.5	69.8	66.5	58.6	58.3	82.1	61.9
	Mean TLI	1994-95	67.8	62.3	64.3	73.0	65.3	76.9	73.6	74.0	81.0	74.3	2.26	2.19	2.25	2.31	2.17
	Mean TLI	1995-96	70.8	64.7	68.1	75.3	68.3	77.0	72.0	74.4	81.4	74.1	2.22	2.27	2.12	2.28	2.14
	Mean TLI	1996-97	74.2	69.7	71.9	78.3	71.2	79.4	75.4	76.5	84.3	75.4	2.11	2.08	2.02	2.24	2.05
	Mean TLI	1997-98	74.4	70.5	72.2	78.8	71.7	79.6	74.8	77.3	84.9	76.4	2.21	2.03	2.09	2.45	2.11

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

Campus	Statistic	Year	Mathematics All	Math Af Amer	Math Hispan	Math White	Math Econ Dis	Reading All	Read Af Amer	Read Hispan	Read White	Read Econ Dis	Writing All	Writ Af Amer	Writ Hispan	Writ White	Writ Econ Dis
Burnet Ms	**Pass Rate**	**1994-95**	**52.1**	**28.2**	**30.7**	**72.5**	**33.8**	**72.4**	**63.1**	**58.6**	**84.1**	**59.7**	**71.4**	**76.9**	**56.0**	**80.6**	**53.2**
	Pass Rate	1995-96	59.3	43.4	45.8	73.8	44.2	72.1	61.5	58.0	85.8	57.6	75.8	78.8	51.8	87.0	56.8
	Pass Rate	1996-97	64.2	54.7	49.1	80.3	50.1	74.5	66.9	63.1	87.3	60.2	70.4	65.9	60.5	79.4	57.3
	Pass Rate	1997-98	65.5	53.7	52.4	82.4	54.4	72.3	69.3	57.7	87.9	60.3	70.6	65.1	59.2	82.6	62.4
	Mean TLI	1994-95	67.8	60.5	59.9	74.7	61.5	77.2	73.2	71.2	82.3	71.9	2.35	2.38	2.16	2.46	2.19
	Mean TLI	1995-96	71.0	65.1	66.0	76.5	65.5	77.9	73.6	72.1	83.4	72.1	2.44	2.40	2.20	2.57	2.22
	Mean TLI	1996-97	72.7	69.2	67.8	78.0	67.4	78.5	74.3	72.7	85.1	71.9	2.24	2.30	2.04	2.37	2.07
	Mean TLI	1997-98	73.2	69.5	68.9	78.6	69.2	77.6	75.5	71.7	84.3	72.6	2.28	2.19	2.09	2.47	2.14
Covington Ms	Pass Rate	1994-95	62.1	29.0	40.7	74.8	34.4	81.2	62.9	67.6	89.1	56.1	79.0	61.5	70.1	85.8	57.9
	Pass Rate	1995-96	68.8	43.1	47.1	80.2	38.8	84.4	65.5	73.3	90.5	66.1	80.6	72.7	61.4	89.2	54.5
	Pass Rate	1996-97	78.6	52.9	61.6	88.3	57.9	88.1	79.4	79.8	92.5	74.2	88.0	83.3	80.4	92.2	79.4
	Pass Rate	1997-98	80.6	56.8	69.6	87.8	63.9	89.4	77.8	82.1	93.9	75.9	90.1	86.2	82.6	93.3	71.7
	Mean TLI	1994-95	72.3	61.2	64.8	76.6	63.1	80.9	71.0	74.9	84.7	71.0	2.56	2.35	2.44	2.64	2.26
	Mean TLI	1995-96	74.4	65.9	67.0	78.2	64.0	83.2	74.6	77.7	86.3	75.5	2.54	2.59	2.30	2.61	2.25
	Mean TLI	1996-97	77.3	69.0	71.4	80.6	69.7	85.1	79.6	80.5	87.5	77.6	2.66	2.58	2.48	2.76	2.50
	Mean TLI	1997-98	78.1	70.1	73.7	80.8	71.9	85.7	77.5	81.2	88.7	77.7	2.58	2.55	2.37	2.66	2.34
Dobie Ms	Pass Rate	1994-95	32.3	19.5	33.3	54.8	29.8	53.0	42.5	58.7	81.0	44.2	41.7	33.3	40.7	68.8	40.2
	Pass Rate	1995-96	41.5	26.5	45.6	63.0	40.7	50.7	41.7	54.7	73.4	48.0	34.8	27.4	39.0	47.4	29.6
	Pass Rate	1996-97	53.3	42.2	54.8	77.6	51.7	58.4	54.6	57.2	77.0	56.8	55.9	54.0	55.8	68.8	51.9
	Pass Rate	1997-98	51.7	44.6	48.6	73.0	49.3	58.7	57.8	51.7	73.3	56.0	54.9	49.1	57.1	77.3	55.6
	Mean TLI	1994-95	60.4	55.2	61.0	70.5	58.7	69.2	66.0	69.5	79.1	66.0	2.02	1.96	1.98	2.16	2.02
	Mean TLI	1995-96	64.4	58.7	66.0	72.1	63.6	68.5	64.4	70.2	79.0	66.7	1.84	1.73	1.90	2.00	1.80
	Mean TLI	1996-97	68.4	64.7	68.6	76.2	67.4	71.3	69.2	70.8	81.3	70.3	2.13	2.19	1.98	2.25	2.10
	Mean TLI	1997-98	68.4	65.1	68.5	74.8	67.4	71.2	70.6	68.2	77.8	69.7	2.12	2.07	2.10	2.23	2.15

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Fulmore Ms	**Pass Rate**	**1994-95**	**35.9**	**20.0**	**27.7**	**63.2**	**26.5**	**62.4**	**50.0**	**55.3**	**86.0**	**54.5**	**58.9**	**58.3**	**52.4**	**80.0**	52.3
	Pass Rate	**1995-96**	**42.4**	**19.7**	**37.8**	**68.1**	**35.5**	**58.1**	**43.5**	**54.4**	**78.6**	**50.2**	**55.4**	**38.9**	**46.7**	**81.3**	47.1
	Pass Rate	**1996-97**	**56.3**	**41.5**	**51.7**	**83.2**	**50.8**	**68.5**	**60.0**	**64.3**	**90.3**	**62.3**	**62.8**	**59.1**	**57.4**	**85.3**	54.8
	Pass Rate	**1997-98**	**62.7**	**43.8**	**58.2**	**88.6**	**56.2**	**70.6**	**63.1**	**66.0**	**92.4**	**65.1**	**74.1**	**64.3**	**69.4**	**100.0**	72.1
	Mean TLI	1994-95	63.2	58.8	60.3	72.4	60.0	72.9	69.1	70.0	82.4	69.9	2.21	2.08	2.17	2.35	2.17
	Mean TLI	1995-96	65.4	58.2	63.7	74.4	62.3	72.0	65.4	69.9	82.7	68.5	2.32	2.11	2.20	2.67	2.20
	Mean TLI	1996-97	70.3	65.9	68.6	79.6	68.2	75.4	69.3	73.4	87.0	72.5	2.21	2.27	2.15	2.41	2.09
	Mean TLI	1997-98	72.7	66.0	71.3	81.7	70.7	77.1	74.2	74.4	88.4	74.2	2.60	2.36	2.55	3.00	2.54
Kealing J H	Pass Rate	1994-95	67.4	36.4	44.2	90.0	35.2	79.8	55.8	60.2	98.2	51.6	80.0	56.4	70.2	94.9	50.5
	Pass Rate	1995-96	71.2	40.0	49.0	93.7	35.8	79.9	57.6	62.7	97.7	51.6	77.6	54.7	53.3	96.0	41.6
	Pass Rate	1996-97	73.8	51.9	56.0	94.1	46.1	81.3	66.5	62.2	98.4	55.8	80.6	68.0	59.8	96.5	57.3
	Pass Rate	1997-98	81.9	60.7	67.0	97.3	57.3	86.8	74.9	70.6	98.8	63.6	84.4	68.6	73.5	97.3	62.1
	Mean TLI	1994-95	73.8	61.0	66.4	82.2	61.9	81.6	70.3	74.0	89.8	69.9	2.54	2.15	2.32	2.77	2.18
	Mean TLI	1995-96	75.0	63.1	67.0	83.3	60.9	82.4	71.2	74.0	91.1	68.7	2.32	1.99	2.08	2.53	1.96
	Mean TLI	1996-97	75.8	67.2	68.7	83.6	65.0	82.4	73.9	74.0	91.1	69.8	2.39	2.13	1.99	2.66	2.04
	Mean TLI	1997-98	80.5	71.7	74.4	86.7	70.6	85.6	76.7	78.1	92.7	74.2	2.68	2.35	2.49	2.94	2.38
Lamar Ms	Pass Rate	1994-95	46.0	15.6	21.9	71.3	22.4	66.0	34.8	46.2	88.1	43.3	62.1	24.4	35.6	88.0	35.3
	Pass Rate	1995-96	53.7	25.0	36.1	75.2	28.7	68.4	47.3	48.3	88.7	45.3	67.7	47.8	42.0	86.0	39.5
	Pass Rate	1996-97	65.3	40.3	48.0	86.3	40.6	74.4	56.8	54.5	94.2	52.5	71.1	66.0	50.0	85.7	56.5
	Pass Rate	1997-98	75.3	46.4	58.0	94.6	51.2	79.3	55.4	60.0	97.8	55.7	77.4	68.9	58.8	97.0	62.0
	Mean TLI	1994-95	65.6	52.9	56.5	75.5	56.3	74.9	62.3	65.2	84.7	65.1	2.29	1.90	2.14	2.50	2.08
	Mean TLI	1995-96	68.2	58.0	60.9	76.5	58.8	76.4	66.4	68.8	85.0	66.5	2.47	2.15	2.22	2.70	2.11
	Mean TLI	1996-97	72.9	64.5	65.5	81.0	64.0	79.0	70.3	70.0	88.3	69.3	2.38	2.30	2.06	2.59	2.07
	Mean TLI	1997-98	76.6	67.9	69.3	83.8	67.5	81.6	70.3	71.9	90.7	69.7	2.58	2.42	2.16	3.00	2.24

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan	White	Econ. Dis	All	Af. Amer	Hispan	White	Econ. Dis	All	Af. Amer	Hispan	White	Econ. Dis
Martin J H	**Pass Rate**	**1994-95**	**44.7**	**21.4**	**26.3**	**80.7**	**27.0**	**63.0**	**35.7**	**50.0**	**90.7**	**50.5**	**59.4**	**14.3**	**46.3**	**88.5**	**47.9**
	Pass Rate	1995-96	50.0	50.0	34.0	76.0	29.9	68.9	81.8	55.9	90.1	53.2	53.3	66.7	37.4	82.8	39.2
	Pass Rate	1996-97	72.8	81.3	62.5	92.5	63.2	80.1	86.7	71.7	96.7	68.9	68.0	83.3	54.2	92.0	49.4
	Pass Rate	1997-98	81.6	81.3	73.3	95.9	71.2	86.4	84.4	80.6	96.7	78.8	85.4	90.9	77.8	100.0	78.1
	Mean TLI	1994-95	65.7	51.7	59.9	78.1	59.8	74.0	65.6	68.4	85.6	68.2	2.21	1.57	2.05	2.58	2.10
	Mean TLI	1995-96	68.5	70.4	62.4	78.4	61.4	75.9	79.3	69.5	86.3	68.5	1.98	1.83	1.88	2.22	1.88
	Mean TLI	1996-97	75.7	76.1	72.3	82.9	71.7	80.1	79.9	75.5	89.6	74.6	2.25	2.17	2.10	2.56	2.04
	Mean TLI	1997-98	79.2	77.2	76.1	84.9	74.7	83.2	81.9	78.6	90.9	77.6	2.78	2.91	2.60	3.15	2.60
Mendez Ms	Pass Rate	1994-95	28.0	15.9	25.1	54.0	21.0	53.6	50.7	49.8	70.4	48.2	48.5	43.3	48.0	58.3	44.4
	Pass Rate	1995-96	34.7	22.4	33.7	63.3	29.3	54.5	47.2	53.2	75.0	48.7	44.2	37.0	43.3	69.0	42.6
	Pass Rate	1996-97	51.2	42.8	49.4	76.1	47.2	65.1	64.5	62.7	79.3	61.7	47.1	51.7	42.1	65.6	42.4
	Pass Rate	1997-98	56.7	45.6	57.0	78.1	52.7	64.9	64.2	62.0	87.5	61.1	56.2	45.6	56.1	82.6	51.7
	Mean TLI	1994-95	59.5	55.9	58.0	69.2	57.4	69.6	67.9	67.8	77.4	67.7	1.91	1.93	1.90	1.92	1.88
	Mean TLI	1995-96	62.2	58.6	61.6	71.6	60.3	69.8	68.0	69.1	76.7	67.8	1.94	1.91	1.89	2.21	1.91
	Mean TLI	1996-97	67.6	64.8	67.1	75.4	66.4	73.3	72.1	72.3	81.2	71.9	1.92	1.98	1.87	2.03	1.88
	Mean TLI	1997-98	69.6	66.1	69.6	76.6	68.3	74.5	71.9	73.9	84.8	73.0	2.06	2.00	2.03	2.52	2.03
Murchison Ms	Pass Rate	1994-95	74.6	45.9	34.5	85.3	33.8	84.5	75.0	52.1	92.7	52.6	84.7	75.0	51.1	92.9	42.9
	Pass Rate	1995-96	75.0	45.0	35.7	87.4	31.8	84.2	74.4	49.2	94.4	45.9	87.2	62.5	58.9	95.1	54.8
	Pass Rate	1996-97	83.5	47.7	54.5	93.0	48.1	88.1	72.1	63.3	96.1	58.1	86.1	68.8	54.1	95.7	50.0
	Pass Rate	1997-98	87.3	64.9	66.0	94.7	55.6	91.4	80.0	73.7	97.3	67.8	88.5	60.0	69.2	95.7	57.7
	Mean TLI	1994-95	76.1	65.8	63.0	79.6	62.0	83.1	77.0	69.8	86.5	69.0	2.49	2.13	2.11	2.58	1.97
	Mean TLI	1995-96	77.1	67.9	63.1	81.3	62.0	83.9	78.0	69.6	88.2	68.7	2.69	2.50	2.20	2.82	2.24
	Mean TLI	1996-97	80.4	69.8	68.7	83.9	66.6	86.1	78.4	73.4	90.1	71.0	2.63	2.56	2.08	2.77	2.13
	Mean TLI	1997-98	82.1	74.7	73.5	85.0	70.9	87.3	80.5	77.4	90.7	74.9	2.83	2.40	2.40	3.00	2.29

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
O Henry Ms	**Pass Rate**	**1994-95**	**56.0**	**26.7**	**23.9**	**83.3**	**21.7**	**74.2**	**50.7**	**51.6**	**94.4**	**46.9**	**75.9**	**60.0**	**51.6**	**94.0**	**44.4**
	Pass Rate	**1995-96**	**66.7**	**33.3**	**37.6**	**90.3**	**36.7**	**77.4**	**54.8**	**52.5**	**96.5**	**50.0**	**83.6**	**63.6**	**64.7**	**96.2**	**59.4**
	Pass Rate	**1996-97**	**74.1**	**40.6**	**50.6**	**93.9**	**44.1**	**82.5**	**65.7**	**62.5**	**97.6**	**58.0**	**75.2**	**56.7**	**57.0**	**94.0**	**55.6**
	Pass Rate	1997-98	83.0	55.1	63.9	96.0	60.4	85.1	50.0	66.4	99.1	63.0	86.2	73.7	65.9	98.6	59.7
	Mean TLI	1994-95	69.8	57.3	59.4	79.3	57.4	79.3	68.8	69.7	88.0	67.9	2.55	2.50	2.31	2.68	2.31
	Mean TLI	1995-96	73.6	62.4	63.1	82.1	63.0	81.8	71.9	70.5	90.4	69.9	2.80	2.68	2.32	3.05	2.36
	Mean TLI	1996-97	76.4	65.6	67.3	83.7	65.3	83.0	73.0	73.0	90.8	70.9	2.42	2.23	2.14	2.68	2.19
	Mean TLI	1997-98	80.4	70.7	72.1	85.8	71.2	85.1	72.1	74.4	92.3	73.2	2.85	2.47	2.45	3.10	2.36
Pearce Ms	Pass Rate	1994-95	24.3	20.9	23.6	61.1	22.2	51.3	49.0	51.1	75.7	49.0	55.7	51.8	56.8	76.5	51.7
	Pass Rate	1995-96	36.4	33.2	38.2	68.8	34.0	53.4	51.6	51.7	87.5	50.3	56.3	56.2	50.8	100.0	51.8
	Pass Rate	1996-97	42.8	39.3	46.0	66.7	43.0	59.3	61.5	52.8	76.7	56.4	60.5	61.2	57.9	63.6	58.3
	Pass Rate	1997-98	49.4	47.2	48.5	77.8	49.2	56.6	59.6	47.8	85.7	54.4	51.3	53.4	41.6	83.3	49.1
	Mean TLI	1994-95	58.5	57.0	59.5	69.6	57.7	68.9	67.7	69.6	77.4	67.8	2.27	2.24	2.19	2.59	2.25
	Mean TLI	1995-96	61.9	60.6	62.6	75.5	61.0	69.3	68.8	67.9	83.3	67.6	2.23	2.20	2.23	2.75	2.15
	Mean TLI	1996-97	65.1	64.0	66.4	70.4	65.1	71.1	71.6	69.2	78.6	70.2	2.08	2.09	2.04	2.00	2.07
	Mean TLI	1997-98	67.2	66.4	66.8	78.5	67.0	70.7	72.0	66.7	84.5	69.5	2.06	2.09	1.94	2.33	2.06
Porter Ms	Pass Rate	1994-95	43.9	31.6	29.6	64.5	31.3	65.3	63.6	52.1	81.6	51.9	71.3	52.9	63.4	85.5	56.3
	Pass Rate	1995-96	53.4	32.8	40.5	73.0	40.7	66.0	58.3	51.8	84.7	49.9	67.8	60.9	54.1	84.8	55.9
	Pass Rate	1996-97	60.0	44.3	47.8	78.9	50.4	70.3	65.2	58.8	85.5	57.6	70.7	65.0	60.8	84.5	60.6
	Pass Rate	1997-98	66.6	56.5	54.3	85.0	56.5	71.5	63.8	59.7	88.4	60.2	76.5	69.6	69.5	87.9	67.3
	Mean TLI	1994-95	65.6	58.9	60.7	72.9	60.4	74.3	70.5	69.0	81.5	68.8	2.32	2.24	2.26	2.38	2.20
	Mean TLI	1995-96	69.4	62.6	64.9	76.1	65.1	75.1	69.5	69.5	82.8	68.7	2.20	2.13	2.09	2.34	2.09
	Mean TLI	1996-97	71.4	65.0	67.3	78.0	67.7	76.2	71.5	70.9	83.5	70.9	2.34	2.45	2.19	2.52	2.20
	Mean TLI	1997-98	73.7	68.7	70.1	79.6	70.2	77.7	73.2	72.9	84.9	72.8	2.57	2.52	2.43	2.77	2.38

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan.	White	Econ. Dis	All	Af. Amer	Hispan.	White	Econ. Dis	All	Af. Amer	Hispan.	White	Econ. Dis
Webb Ms	**Pass Rate**	**1994-95**	**28.4**	**23.9**	**23.5**	**54.8**	**24.3**	**54.6**	**44.0**	**55.6**	**70.0**	**51.0**	**47.1**	**42.2**	**44.2**	**66.7**	**43.9**
	Pass Rate	1995-96	44.0	34.8	43.5	63.6	41.4	56.9	55.3	54.4	74.4	51.9	51.9	60.0	47.7	57.1	46.9
	Pass Rate	1996-97	48.6	38.9	46.8	75.0	47.7	58.9	57.8	55.2	81.3	56.7	63.5	63.6	60.7	76.9	60.8
	Pass Rate	1997-98	66.3	48.3	67.1	87.0	63.4	68.1	52.7	68.5	90.4	65.0	63.9	51.9	65.5	70.6	60.0
	Mean TLI	1994-95	60.0	57.5	58.7	69.0	58.7	70.1	67.5	69.5	76.7	68.6	2.18	2.16	2.16	2.25	2.19
	Mean TLI	1995-96	65.2	63.7	64.6	71.3	64.1	69.8	68.9	68.9	76.8	68.0	2.20	2.33	2.13	2.36	2.14
	Mean TLI	1996-97	67.7	65.1	66.9	76.6	67.1	71.3	70.4	69.7	81.7	70.4	2.22	2.14	2.20	2.46	2.22
	Mean TLI	1997-98	73.1	67.0	73.3	80.2	72.0	75.8	70.9	75.2	86.4	74.3	2.58	2.48	2.56	2.76	2.54
Allan El	Pass Rate	1994-95	42.1	35.7	44.1	40.0	43.0	46.5	39.3	45.7	100.0	44.4	75.6	60.0	76.3		73.0
	Pass Rate	1995-96	58.4	55.0	57.9		57.0	61.9	50.0	62.9		61.8	80.0	100.0	76.3		78.0
	Pass Rate	1996-97	67.3	78.9	64.2		67.2	63.1	57.9	62.4		63.3	49.0	55.6	46.3		43.5
	Pass Rate	1997-98	69.4	70.0	68.3		66.9	76.9	88.9	74.2		73.6	87.2		84.8		86.1
	Mean TLI	1994-95	61.7	58.3	62.2	72.0	61.8	64.1	61.6	63.9	82.8	63.3	2.53	2.60	2.55		2.49
	Mean TLI	1995-96	68.8	69.7	68.4		68.6	69.6	67.7	69.5		69.3	2.53	2.67	2.50		2.49
	Mean TLI	1996-97	71.5	73.5	70.9		71.5	72.3	70.6	72.3		72.4	2.22	2.22	2.20		2.15
	Mean TLI	1997-98	74.0	72.6	74.0		73.5	76.7	80.5	75.5		75.5	2.33		2.30		2.36
Allison El	Pass Rate	1994-95	48.3	40.0	48.7	57.1	47.3	55.4	47.1	55.6	71.4	50.3	63.9	20.0	69.8		61.7
	Pass Rate	1995-96	51.3	38.5	51.9		48.4	52.7	69.2	49.6		50.0	59.6	66.7	59.6		61.5
	Pass Rate	1996-97	61.7	54.5	62.1		62.2	62.4	65.2	61.0		63.4	68.8		65.5		72.4
	Pass Rate	1997-98	78.2	56.3	81.7		78.1	77.8	62.5	79.2		77.6	89.1	87.5	89.5		88.1
	Mean TLI	1994-95	65.3	60.9	65.5	70.7	64.4	68.9	63.8	69.5	67.9	68.0	2.11		2.15		2.06
	Mean TLI	1995-96	67.3	65.5	67.3		66.4	68.8	71.6	68.2		67.9	2.05	2.11	2.04		2.04
	Mean TLI	1996-97	70.6	70.7	70.3		70.7	71.7	71.7	71.3		71.9	2.19		2.21		2.21
	Mean TLI	1997-98	76.6	72.4	77.2		76.8	79.7	74.5	80.3		79.7	2.13	2.00	2.16		2.10

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Andrews El	**Pass Rate**	**1994-95**	**45.5**	**37.2**	**51.4**	**85.7**	**45.1**	**63.0**	**60.6**	**65.8**	**71.4**	**62.1**	**72.7**	**71.1**	**81.8**	**66.7**	75.7
	Pass Rate	**1995-96**	**53.2**	**49.5**	**57.5**	**64.7**	**51.9**	**62.2**	**62.0**	**64.1**	**58.8**	**57.5**	**84.8**	**89.3**	**83.3**	**66.7**	81.8
	Pass Rate	**1996-97**	**65.4**	**63.8**	**64.0**	**78.9**	**62.6**	**58.8**	**57.9**	**55.6**	**72.2**	**53.8**	**79.1**	**79.5**	**72.2**	**100.0**	74.0
	Pass Rate	**1997-98**	**75.5**	**72.8**	**78.6**	**82.4**	**75.7**	**78.7**	**78.4**	**79.2**	**77.8**	**78.1**	**94.2**	**94.6**	**88.9**	**100.0**	95.1
	Mean TLI	**1994-95**	**65.6**	**63.1**	**67.5**	**76.9**	**65.1**	**71.3**	**70.0**	**71.6**	**79.1**	**69.9**	**2.20**	**2.13**	**2.36**	**2.33**	2.22
	Mean TLI	**1995-96**	**68.9**	**68.5**	**68.6**	**71.5**	**68.3**	**70.8**	**70.0**	**71.2**	**74.2**	**69.0**	**2.57**	**2.57**	**2.50**	**2.67**	2.52
	Mean TLI	**1996-97**	**71.1**	**70.2**	**71.3**	**76.3**	**69.6**	**71.4**	**70.4**	**72.0**	**76.2**	**70.0**	**2.36**	**2.34**	**2.33**		2.36
	Mean TLI	**1997-98**	**75.2**	**73.8**	**76.2**	**80.7**	**74.4**	**78.3**	**78.1**	**77.3**	**81.7**	**77.6**	**2.58**	**2.59**	**2.33**	**2.83**	2.63
Barrington El	**Pass Rate**	**1994-95**	**68.5**	**54.5**	**75.3**	**71.6**	**66.7**	**73.8**	**61.8**	**78.1**	**78.5**	**70.6**	**89.6**	**77.8**	**92.3**	**95.5**	86.7
	Pass Rate	**1995-96**	**70.0**	**57.6**	**71.2**	**77.9**	**66.9**	**77.5**	**58.6**	**81.3**	**87.0**	**78.0**	**87.2**	**81.0**	**96.7**	**84.0**	88.9
	Pass Rate	**1996-97**	**76.3**	**70.2**	**78.2**	**76.5**	**75.0**	**80.0**	**70.9**	**82.0**	**82.0**	**77.7**	**83.6**	**69.2**	**86.5**	**88.9**	82.9
	Pass Rate	**1997-98**	**72.6**	**63.3**	**75.7**	**74.0**	**71.0**	**79.9**	**72.1**	**81.0**	**84.3**	**77.7**	**80.0**	**77.8**	**78.6**	**88.2**	75.4
	Mean TLI	**1994-95**	**72.6**	**67.2**	**74.2**	**75.3**	**71.8**	**77.1**	**71.9**	**78.4**	**79.6**	**76.0**	**2.84**	**2.67**	**2.81**	**2.95**	2.76
	Mean TLI	**1995-96**	**75.6**	**70.4**	**75.8**	**79.4**	**74.1**	**78.4**	**70.8**	**78.7**	**83.9**	**77.7**	**2.68**	**2.67**	**2.83**	**2.52**	2.80
	Mean TLI	**1996-97**	**76.9**	**71.9**	**78.4**	**78.3**	**76.2**	**80.7**	**77.4**	**81.4**	**81.9**	**79.6**	**2.52**	**2.38**	**2.57**	**2.44**	2.49
	Mean TLI	**1997-98**	**75.3**	**71.0**	**76.4**	**76.9**	**74.4**	**80.0**	**77.1**	**80.2**	**82.8**	**79.1**	**2.54**	**2.67**	**2.45**	**2.71**	2.52
Barton Hills El	**Pass Rate**	**1994-95**	**80.7**	**42.9**	**70.8**	**84.5**	**57.9**	**91.3**	**66.7**	**78.3**	**94.6**	**82.4**	**90.2**	**100.0**	**85.7**	**89.5**	71.4
	Pass Rate	**1995-96**	**90.0**	**57.1**	**84.0**	**92.9**	**65.0**	**92.6**	**57.1**	**83.3**	**96.2**	**68.4**	**100.0**			**100.0**	100.0
	Pass Rate	**1996-97**	**89.8**	**80.0**	**72.2**	**92.1**	**94.1**	**97.1**	**100.0**	**77.8**	**99.3**	**94.1**	**100.0**			**100.0**	100.0
	Pass Rate	**1997-98**	**89.5**	**72.7**	**81.3**	**91.5**	**70.0**	**96.2**	**90.9**	**93.8**	**96.8**	**85.0**	**98.2**		**100.0**	**100.0**	
	Mean TLI	**1994-95**	**78.3**	**66.6**	**75.8**	**79.4**	**70.9**	**87.3**	**81.0**	**82.4**	**88.4**	**83.8**	**2.78**		**2.86**	**2.68**	2.71
	Mean TLI	**1995-96**	**82.3**	**72.6**	**78.7**	**83.5**	**72.2**	**88.3**	**77.4**	**83.9**	**89.6**	**79.7**	**3.13**			**3.15**	2.67
	Mean TLI	**1996-97**	**82.7**		**77.4**	**83.4**	**81.3**	**89.2**		**81.0**	**90.3**	**84.4**	**2.74**			**2.71**	2.67
	Mean TLI	**1997-98**	**83.1**	**75.0**	**79.5**	**84.1**	**75.5**	**90.3**	**84.2**	**84.6**	**91.3**	**85.6**	**2.80**			**2.82**	

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan	White	Econ Dis	All	Af. Amer.	Hispan	White	Econ Dis	All	Af. Amer	Hispan	White	Econ Dis
Becker El	**Pass Rate**	**1994-95**	**50.0**	**21.4**	**48.8**	**85.7**	**45.9**	**67.3**	**57.1**	**63.3**	**100.0**	**64.3**	**68.4**	**20.0**	**72.4**	**100.0**	66.7
	Pass Rate	1995-96	48.1	28.6	48.8	70.0	47.8	65.1	53.8	65.5	75.0	63.3	84.8		84.6		84.6
	Pass Rate	1996-97	76.8	50.0	75.9	100.0	78.3	87.4	87.5	86.7	91.7	85.0	90.6		92.3		88.9
	Pass Rate	1997-98	79.8	66.7	79.7	92.3	79.8	87.9	63.6	90.7	92.3	85.4	83.3		77.8	100.0	80.0
	Mean TLI	1994-95	67.3	59.5	67.0	76.3	66.0	75.3	71.5	73.7	87.7	74.0	2.32	2.20	2.28	2.75	2.30
	Mean TLI	1995-96	67.4	57.1	68.5	73.3	66.9	73.1	70.2	72.6	79.6	73.0	2.39		2.38		2.31
	Mean TLI	1996-97	76.3	66.9	76.2	83.6	76.3	81.3	78.9	80.8	86.3	80.6	2.53		2.54		2.52
	Mean TLI	1997-98	76.4	69.4	77.0	79.9	76.3	82.5	76.0	83.4	82.8	81.7	2.56		2.48	2.71	2.50
Blackshear El	Pass Rate	1994-95	27.2	28.2	26.0		26.1	39.3	51.4	27.8		36.8	54.5	46.2	75.0		52.6
	Pass Rate	1995-96	31.0	34.8	28.2		29.6	34.1	37.1	32.4		32.0	40.0	28.6	48.0		40.0
	Pass Rate	1996-97	45.3	47.2	45.2		45.3	50.9	60.6	45.2		50.7	68.3	70.6	66.7		71.1
	Pass Rate	1997-98	46.0	54.2	40.9		46.4	53.8	64.4	45.0		52.7	55.9	59.1	45.5		53.1
	Mean TLI	1994-95	55.8	57.0	55.0		55.2	62.1	65.8	58.8		61.1	2.36	2.46	2.25		2.26
	Mean TLI	1995-96	57.3	57.7	57.4		56.8	59.1	60.6	58.2		58.4	1.95	1.86	2.04		1.95
	Mean TLI	1996-97	64.9	64.6	65.9		64.7	67.1	70.4	65.4		67.2	2.22	2.35	2.13		2.21
	Mean TLI	1997-98	65.9	68.6	64.2		65.8	69.0	73.2	65.8		68.8	2.06	2.05	2.09		2.00
Blanton El	Pass Rate	1994-95	44.4	31.9	42.1	80.8	37.4	52.3	47.8	45.9	73.1	45.4	68.4	61.1	69.2	85.7	60.7
	Pass Rate	1995-96	38.1	28.0	41.7	62.5	34.3	48.3	40.5	46.9	75.0	42.5	62.1	51.9	61.1	84.6	59.0
	Pass Rate	1996-97	70.6	58.1	77.8	88.9	68.0	73.4	73.4	67.2	94.4	67.6	68.1	71.4	65.2		67.6
	Pass Rate	1997-98	76.7	73.2	76.3	90.9	74.8	77.8	80.5	74.7	90.9	76.1	74.3	70.0	71.4		73.1
	Mean TLI	1994-95	63.5	59.0	64.1	74.6	60.6	68.0	65.7	65.3	78.2	64.8	2.50	2.56	2.31	2.71	2.32
	Mean TLI	1995-96	60.0	54.6	63.6	69.7	57.5	65.0	61.3	64.0	78.6	61.6	2.19	2.22	2.00	2.38	2.18
	Mean TLI	1996-97	74.4	69.9	76.2	83.6	73.5	75.8	73.6	73.3	92.1	72.1	2.04	1.95	2.04		2.06
	Mean TLI	1997-98	76.0	73.8	76.3	80.3	75.5	79.0	82.2	76.5	86.0	77.7	2.31	2.50	2.24		2.27

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
Boone El	**Pass Rate**	**1994-95**	**66.3**	**40.6**	**60.4**	**72.7**	**54.7**	**76.9**	**75.0**	**71.1**	**78.8**	**75.0**	**83.6**	**64.3**	**84.2**	**86.8**	69.2
	Pass Rate	**1995-96**	75.6	59.4	73.9	79.0	68.8	76.2	71.9	74.8	77.0	67.7	87.3	81.8	87.5	89.1	84.2
	Pass Rate	**1996-97**	79.3	53.6	78.8	83.3	76.2	82.9	78.6	81.8	83.8	84.1	86.1	42.9	87.5	89.8	78.6
	Pass Rate	1997-98	84.4	61.5	82.8	87.8	75.4	87.9	76.9	85.1	90.5	78.8	87.4	100.0	87.5	85.7	89.5
	Mean TLI	1994-95	72.5	66.5	70.0	74.4	68.3	78.5	75.8	75.6	80.0	76.6	2.55	2.29	2.53	2.61	2.42
	Mean TLI	1995-96	77.1	71.9	76.1	78.3	73.8	78.7	73.0	77.7	79.9	72.0	2.41	2.18	2.41	2.49	2.37
	Mean TLI	1996-97	77.9	70.1	77.2	79.4	74.6	81.4	78.4	79.5	82.7	79.2	2.55	2.14	2.59	2.58	2.21
	Mean TLI	1997-98	79.7	73.1	77.6	81.7	76.0	84.7	77.8	82.7	86.6	81.8	2.50	2.88	2.44	2.47	2.63
Brentwood El	Pass Rate	1994-95	57.4	20.0	36.1	64.7	45.6	74.0	40.0	57.1	80.1	61.8	88.5		85.7	88.5	88.0
	Pass Rate	1995-96	65.2	50.0	52.0	70.7	57.0	79.2	71.4	64.0	84.5	67.0	81.8		63.2	90.9	72.0
	Pass Rate	1996-97	72.2	33.3	49.1	83.2	54.8	83.5	66.7	66.0	91.0	72.3	91.9		91.7	95.7	83.8
	Pass Rate	1997-98	83.7		75.4	88.2	80.6	90.9		80.7	96.5	86.1	74.6		56.3	81.0	69.2
	Mean TLI	1994-95	68.8	54.3	61.6	71.5	64.5	76.9	64.4	68.1	79.8	72.5	2.74		2.43	2.79	2.72
	Mean TLI	1995-96	73.3	63.6	69.3	75.2	69.3	79.6	64.6	72.0	82.8	73.6	2.79		2.63	2.86	2.72
	Mean TLI	1996-97	75.6	62.8	69.3	78.5	70.4	82.6	65.8	75.0	86.4	75.1	2.81		2.92	2.83	2.68
	Mean TLI	1997-98	79.1		74.9	81.5	76.7	84.4		79.8	87.1	80.7	2.29		2.13	2.36	2.15
Brooke El	Pass Rate	1994-95	41.6		41.4		38.0	51.8		51.8		47.8	55.0		55.0		55.6
	Pass Rate	1995-96	55.3		55.0		53.8	59.8		59.7		56.6	84.3		85.4		83.3
	Pass Rate	1996-97	64.2		63.8		63.7	71.0		70.9		68.5	76.5		76.5		73.3
	Pass Rate	1997-98	74.0		75.3		69.5	75.0		74.2		73.3	82.1		81.5		81.8
	Mean TLI	1994-95	63.4		63.6		62.4	69.0		68.8		68.2	2.20		2.20		2.17
	Mean TLI	1995-96	68.0		67.9		66.7	69.4		69.2		67.8	2.45		2.44		2.43
	Mean TLI	1996-97	74.8		74.9		74.3	76.0		75.9		75.1	2.12		2.12		2.10
	Mean TLI	1997-98	75.7		75.9		75.1	77.3		77.1		76.6	2.46		2.44		2.45

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Brown El	**Pass Rate**	**1994-95**	**70.1**	**60.9**	**71.7**	**77.8**	**68.4**	**71.3**	**60.9**	**71.7**	**88.9**	**70.9**	**87.1**	**88.9**	**88.2**		86.2
	Pass Rate	1995-96	74.3	50.0	80.3	81.8	72.2	72.5	59.1	74.6	81.8	70.3	76.7		75.0	71.4	76.9
	Pass Rate	1996-97	83.7	94.4	79.5	91.7	81.8	78.4	72.2	78.9	83.3	79.1	82.9	100.0	81.5		86.7
	Pass Rate	1997-98	83.5	84.2	83.6	77.8	83.1	86.7	85.0	85.1	100.0	85.7	92.3	100.0	88.9	100.0	92.9
	Mean TLI	1994-95	73.1	67.9	73.8	80.0	72.3	76.5	70.8	77.6	82.1	76.0	2.58	2.56	2.53		2.59
	Mean TLI	1995-96	75.0	69.0	75.5	80.6	74.2	75.7	70.6	76.2	80.6	75.1	1.97		1.90	2.00	2.00
	Mean TLI	1996-97	78.8	79.1	77.6	84.7	78.3	78.5	74.1	78.7	82.4	77.6	2.46	2.17	2.56		2.50
	Mean TLI	1997-98	78.3	77.0	78.7	76.3	78.4	83.2	80.3	83.3	88.2	82.5	2.77	2.67	2.74		2.75
Bryker Woods	Pass Rate	1994-95	89.4	76.9	71.4	93.2	82.8	92.8	75.0	85.7	95.4	92.9	88.6			90.2	100.0
	Pass Rate	1995-96	91.6	85.7	82.4	93.0	72.2	98.1	85.7	94.1	99.2	83.3	94.9			93.9	60.0
	Pass Rate	1996-97	91.0	83.3	83.3	91.8	76.9	97.0	83.3	100.0	97.3	92.3	100.0			100.0	
	Pass Rate	1997-98	92.8	88.9	72.4	97.1	68.2	97.3	88.9	89.7	99.3	87.0	100.0		100.0	100.0	100.0
	Mean TLI	1994-95	80.4	73.5	75.1	81.9	77.3	87.0	81.4	82.9	88.2	84.3	2.64			2.71	
	Mean TLI	1995-96	81.8	79.7	78.0	82.3	73.9	89.9	82.0	87.5	90.6	80.7	2.72			2.73	
	Mean TLI	1996-97	83.4	78.5	77.4	84.0	74.9	90.6	84.2	85.8	91.2	83.7	2.97			2.92	
	Mean TLI	1997-98	82.8	77.2	76.3	84.3	74.2	90.3	86.0	84.0	91.7	82.3	2.89		3.00	2.88	2.73
Campbell El	Pass Rate	1994-95	48.9	46.8	58.3		46.8	51.4	48.5	63.9		49.7	72.1	73.5	85.7		72.1
	Pass Rate	1995-96	65.6	67.4	61.5		62.7	60.3	59.8	63.0		57.7	85.4	84.6	88.9		83.7
	Pass Rate	1996-97	71.9	73.1	70.5		71.3	66.2	69.3	60.0		64.2	80.5	80.8	85.7		82.9
	Pass Rate	1997-98	72.5	71.1	75.4		70.6	75.9	74.1	80.0		74.1	79.2	77.8	82.4		78.3
	Mean TLI	1994-95	67.2	67.1	68.7		66.5	67.8	67.7	68.9		67.1	2.53	2.50	2.86		2.53
	Mean TLI	1995-96	72.1	72.2	72.0		71.4	72.7	73.4	71.4		71.4	2.46	2.44	2.56		2.44
	Mean TLI	1996-97	74.3	74.6	74.2		74.1	73.3	74.5	71.0		72.5	2.59	2.62	2.57		2.63
	Mean TLI	1997-98	75.8	74.9	77.8		75.1	77.8	76.7	80.0		76.9	2.32	2.33	2.29		2.30

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
Casis El	**Pass Rate**	**1994-95**	**91.0**		**76.2**	**91.8**	**87.0**	**97.3**		**85.7**	**98.2**	**88.9**	**97.1**		**83.3**	**97.6**	**91.7**
	Pass Rate	1995-96	91.9		77.8	93.9	83.8	96.5		84.6	98.0	89.5	96.6		100.0	97.0	85.7
	Pass Rate	1996-97	96.5		94.1	96.6	92.5	98.0		91.2	98.7	97.5	96.5		91.7	96.9	100.0
	Pass Rate	1997-98	96.3		84.6	97.6	90.6	98.6		100.0	98.4	100.0	97.2		75.0	98.9	87.5
	Mean TLI	1994-95	82.2		78.7	82.2	80.3	89.2		83.4	89.7	85.7	2.96		2.67	2.96	2.75
	Mean TLI	1995-96	82.8		76.7	83.5	80.8	89.3		82.0	90.4	83.3	3.07		2.88	3.09	2.86
	Mean TLI	1996-97	85.2		83.9	85.3	83.9	90.6		87.3	91.0	90.0	2.78		2.42	2.85	2.50
	Mean TLI	1997-98	85.8		82.2	86.2	84.5	91.3		88.7	91.5	90.2	2.88		2.38	2.88	3.00
Cook El	Pass Rate	1994-95	59.6	42.5	46.5	80.4	50.0	71.7	59.4	63.4	85.7	60.2	79.4	69.2	77.8	85.0	75.4
	Pass Rate	1995-96	54.7	46.4	45.2	66.7	47.9	63.1	60.5	51.4	73.1	53.1	79.5	77.8	75.0	85.0	71.1
	Pass Rate	1996-97	59.9	52.7	60.8	64.9	57.1	69.0	66.3	65.8	73.1	60.6	36.3	86.2	62.5	77.5	68.4
	Pass Rate	1997-98	71.1	69.1	69.0	72.3	67.6	76.4	71.7	74.4	83.3	69.4	71.0	72.4	69.4	68.2	69.8
	Mean TLI	1994-95	69.2	63.1	65.4	75.7	65.1	76.0	71.5	72.6	81.5	71.1	2.62	2.54	2.70	2.60	2.58
	Mean TLI	1995-96	68.6	63.7	66.0	73.9	65.5	72.6	70.0	69.6	76.3	68.8	2.37	2.37	2.25	2.40	2.31
	Mean TLI	1996-97	71.4	67.5	71.6	73.9	69.5	74.8	73.6	73.0	77.3	70.7	2.59	2.72	2.46	2.53	2.46
	Mean TLI	1997-98	74.3	72.8	73.2	75.8	73.1	77.8	76.5	76.2	80.2	75.4	2.30	2.34	2.36	2.09	2.40
Cunningham El	Pass Rate	1994-95	72.1	35.7	56.2	80.9	60.7	81.7	64.3	74.7	86.7	66.3	89.9	80.0	83.3	93.3	87.0
	Pass Rate	1995-96	72.0	57.1	65.8	75.3	64.4	82.5	78.6	70.7	88.2	71.9	89.9	83.3	91.3	89.8	70.0
	Pass Rate	1996-97	77.7	52.9	70.7	83.4	63.8	85.3	70.6	82.7	87.8	76.9	84.4		90.0	81.5	79.2
	Pass Rate	1997-98	87.7	70.6	88.5	88.6	80.8	93.1	88.2	95.4	93.2	91.1	88.5	60.0	84.6	93.6	81.0
	Mean TLI	1994-95	74.3	58.0	68.9	77.8	69.9	81.2	72.2	77.2	83.7	75.7	2.81		2.83	2.80	3.00
	Mean TLI	1995-96	75.5	69.9	72.4	77.3	72.8	80.7	76.9	75.8	83.3	76.9	2.74	2.67	2.65	2.78	2.50
	Mean TLI	1996-97	76.5	65.8	73.6	78.8	71.1	82.6	73.7	80.7	84.3	76.6	2.50		2.50	2.48	2.38
	Mean TLI	1997-98	81.4	75.1	81.2	82.2	78.0	86.0	81.7	85.4	87.0	83.9	2.40		2.50	2.38	2.38

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
Davis El	**Pass Rate**	**1994-95**	**87.8**	**61.9**	**85.7**	**89.8**	**56.5**	**89.9**	**81.0**	**81.5**	**91.3**	**72.7**	**96.4**	**100.0**	**100.0**	**95.7**	
	Pass Rate	1995-96	86.0	55.6	69.6	89.5	55.6	90.5	72.2	78.3	93.3	74.1	92.9		63.6	97.6	60.0
	Pass Rate	1996-97	93.7	80.0	85.7	95.0	75.0	93.5	70.0	79.3	96.0	68.0	95.9		100.0	95.3	100.0
	Pass Rate	1997-98	92.8	50.0	95.5	93.7	73.7	96.6	75.0	100.0	96.9	85.0	88.5		87.5	90.2	62.5
	Mean TLI	1994-95	80.2	69.6	78.1	81.2	68.4	85.5	77.2	82.7	86.3	73.8	2.82	2.83	2.83	2.81	
	Mean TLI	1995-96	80.1	67.1	77.4	81.3	69.2	85.2	74.8	80.4	86.5	75.5	2.70		2.45	2.75	2.30
	Mean TLI	1996-97	83.3	74.1	78.0	84.3	73.0	88.0	81.6	81.4	89.0	77.8	2.68		2.50	2.69	2.38
	Mean TLI	1997-98	84.0	65.1	83.8	84.4	76.8	89.2	74.1	89.1	89.6	81.0	2.47		2.25	2.51	1.88
Dawson El	Pass Rate	1994-95	55.2	50.0	52.6	72.7	57.7	66.7	71.4	64.8	72.7	61.5	88.6		86.7		84.0
	Pass Rate	1995-96	64.6	33.3	64.6	76.9	59.5	67.3	42.9	65.0	92.3	64.5	83.3		81.8	100.0	78.3
	Pass Rate	1996-97	71.6	62.5	68.1	93.8	68.6	74.1	75.0	70.5	93.3	69.4	89.7		86.2	100.0	85.7
	Pass Rate	1997-98	75.8	53.8	78.7	77.8	70.5	81.4	61.5	80.7	100.0	81.4	97.3	100.0	96.4		96.3
	Mean TLI	1994-95	67.8	70.4	66.3	74.8	67.9	74.0	73.0	73.9	75.7	72.8	2.54		2.53		2.52
	Mean TLI	1995-96	70.4	62.5	69.6	77.6	68.7	74.4	64.6	73.7	83.4	72.7	2.53		2.41		2.39
	Mean TLI	1996-97	75.4	72.5	74.0	84.3	74.1	77.6	79.1	75.6	87.7	76.1	2.33		2.31	2.50	2.36
	Mean TLI	1997-98	77.3	72.2	77.8	78.7	75.8	80.9	76.4	79.9	89.5	80.0	3.03		3.04		3.04
Doss El	Pass Rate	1994-95	91.0		90.9	91.6	100.0	97.4		100.0	97.5	100.0	97.8		100.0	97.5	
	Pass Rate	1995-96	94.6		91.3	95.1	81.8	96.7		77.3	98.5	90.0	97.4		100.0	98.4	
	Pass Rate	1996-97	96.8		84.6	98.2	88.9	97.2		84.6	98.2	88.9	96.3		83.3	98.6	
	Pass Rate	1997-98	96.6		93.3	96.5	100.0	98.9		100.0	98.7	100.0	96.6		100.0	96.1	
	Mean TLI	1994-95	81.7		78.6	82.0		88.8		85.3	89.4	83.8	2.90			2.90	
	Mean TLI	1995-96	84.0		80.0	84.5	79.6	90.3		82.2	91.2	86.8	2.78		2.56	2.81	
	Mean TLI	1996-97	86.3		80.8	86.7	80.8	90.6		84.3	91.2	86.2	2.65		2.67	2.66	
	Mean TLI	1997-98	85.8		82.3	86.0	84.4	91.6		88.3	91.9	89.8	2.72			2.74	

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan.	White	Econ. Dis	All	Af. Amer	Hispan.	White	Econ. Dis	All	Af. Amer	Hispan.	White	Econ. Dis
Galindo El	**Pass Rate**	**1994-95**	55.3	26.7	51.6	71.9	52.1	63.8	46.2	60.5	77.2	58.2	82.3	85.7	78.7	88.0	79.2
	Pass Rate	**1995-96**	63.8	70.0	56.8	81.3	56.8	69.3	70.0	64.4	85.1	60.3	69.1	58.3	69.8	71.4	66.7
	Pass Rate	1996-97	66.2	71.4	60.5	79.2	62.0	77.4	71.4	78.2	77.8	73.2	81.3		83.3	83.3	77.3
	Pass Rate	1997-98	66.8	46.7	65.7	79.5	60.7	82.2	60.0	81.8	91.9	79.7	82.1	62.5	85.7	84.6	78.3
	Mean TLI	1994-95	69.2	61.2	67.8	74.4	67.9	73.3	67.5	71.2	80.1	71.2	2.51	2.29	2.43	2.72	2.49
	Mean TLI	1995-96	72.4	73.7	70.5	77.2	70.4	75.0	76.4	72.6	81.9	72.3	2.01	2.00	2.02	1.93	2.02
	Mean TLI	1996-97	73.9	72.1	72.8	77.5	72.4	78.7	76.6	77.7	82.0	76.8	2.41		2.57	2.17	2.36
	Mean TLI	1997-98	73.5	68.1	73.1	77.8	71.5	80.0	74.5	79.2	85.4	78.5	2.14	1.88	2.27	1.85	2.12
Govalle El	Pass Rate	1994-95	47.4	32.4	51.5		45.9	57.6	41.7	62.1		56.7	66.0	54.5	68.4		63.6
	Pass Rate	1995-96	41.4	33.3	44.9		39.1	47.0	46.4	47.9		46.6	70.2	54.5	74.3		68.9
	Pass Rate	1996-97	54.7	53.1	55.5		57.0	45.3	41.9	45.6		45.0	82.0	100.0	78.0		87.0
	Pass Rate	1997-98	44.4	25.0	47.2		44.9	50.7	34.8	52.0		51.1	63.0	20.0	69.2		61.5
	Mean TLI	1994-95	63.9	59.2	65.1		63.8	69.7	64.2	71.3		69.5	2.54	2.55	2.53		2.50
	Mean TLI	1995-96	64.7	61.8	65.8		63.8	64.0	62.7	64.6		63.5	2.47	2.55	2.43		2.47
	Mean TLI	1996-97	68.9	66.1	69.6		69.2	66.4	63.3	66.9		66.2	2.72	2.88	2.71		2.74
	Mean TLI	1997-98	64.2	54.8	65.7		64.2	68.4	68.1	67.9		68.7	2.33		2.38		2.36
Graham El	Pass Rate	1994-95	72.0	48.6	81.4	89.7	60.0	83.2	71.0	88.4	92.5	77.2	88.2	68.2	100.0	96.3	81.1
	Pass Rate	1995-96	77.9	62.7	88.9	85.7	75.7	83.8	77.0	91.1	85.7	80.4	96.9	91.3	100.0	100.0	93.5
	Pass Rate	1996-97	86.8	79.8	89.8	94.2	84.8	86.2	81.0	89.8	91.2	81.0	91.8	88.9	94.4	94.7	94.7
	Pass Rate	1997-98	87.6	89.0	78.2	93.3	85.3	90.3	87.1	90.9	96.6	87.7	92.9	85.7	100.0	100.0	88.6
	Mean TLI	1994-95	75.0	67.7	77.2	81.1	70.6	82.2	76.7	83.9	87.1	78.5	2.84	2.68	2.94	2.93	2.57
	Mean TLI	1995-96	78.2	73.2	80.4	81.6	76.9	82.7	78.6	83.4	85.9	79.7	2.81	2.65	3.08	2.85	2.71
	Mean TLI	1996-97	81.7	79.2	81.3	85.5	80.1	84.1	81.3	82.8	89.3	81.3	2.97	2.86	2.94	3.21	2.92
	Mean TLI	1997-98	81.9	80.9	79.7	85.3	80.7	85.8	84.2	83.3	90.9	84.0	3.03	3.00	2.86	3.20	2.89

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Gullett El	**Pass Rate**	**1994-95**	**95.0**		**71.4**	**97.0**	**66.7**	**96.2**		**85.7**	**97.0**	**66.7**	**92.6**			**94.2**	
	Pass Rate	1995-96	90.2		76.5	91.6	71.4	95.4		88.2	96.2	85.7	82.5		71.4	83.6	
	Pass Rate	1996-97	93.2		91.7	93.2	87.5	97.6		100.0	97.3	100.0	86.4			85.4	
	Pass Rate	1997-98	96.5	80.0	100.0	96.6	100.0	98.8	100.0	100.0	98.6	100.0	100.0			100.0	
	Mean TLI	1994-95	82.6		74.9	83.3	73.9	88.6		81.6	89.2	77.9	2.52			2.56	
	Mean TLI	1995-96	81.8		75.2	82.5	72.7	88.6		81.8	89.4	81.1	2.38		2.57	2.36	
	Mean TLI	1996-97	83.7		81.9	83.8	82.5	89.5		87.3	89.6	90.8	2.57			2.54	
	Mean TLI	1997-98	85.4		84.8	85.7	83.3	91.3	86.8	90.2	91.6	86.4	2.58			2.55	
Harris El	Pass Rate	1994-95	33.2	24.5	43.3	47.1	30.0	47.3	41.5	53.8	58.8	45.2	65.0	60.0	75.0	60.0	64.8
	Pass Rate	1995-96	50.0	38.5	63.4	66.7	48.0	57.1	55.1	58.8	66.7	53.5	50.0	38.5	59.3		49.0
	Pass Rate	1996-97	57.6	53.8	64.7		55.0	51.8	57.0	44.8		50.3	61.4	54.1	72.2		62.7
	Pass Rate	1997-98	67.4	63.5	70.5		65.8	73.4	69.4	75.8		71.4	73.3	75.0	72.7		72.1
	Mean TLI	1994-95	56.8	53.1	61.4	61.1	55.2	65.7	62.7	68.5	73.5	64.4	2.42	2.46	2.40		2.41
	Mean TLI	1995-96	65.3	61.1	70.0	72.3	64.7	69.7	69.3	69.4	77.3	68.7	2.26	2.12	2.37		2.24
	Mean TLI	1996-97	66.5	64.1	70.1		65.6	65.7	65.7	65.7		64.9	2.32	2.24	2.39		2.31
	Mean TLI	1997-98	72.3	70.7	73.5		71.6	76.8	75.6	77.2		76.1	2.42	2.40	2.41		2.40
Highland Park	Pass Rate	1994-95	94.6	85.7	83.3	95.5	90.0	98.6	100.0	94.1	98.8	100.0	98.9		100.0	98.7	
	Pass Rate	1995-96	97.6		89.5	98.7	85.7	98.8	100.0	89.5	99.6	85.7	99.0			100.0	
	Pass Rate	1996-97	97.0	100.0	91.7	97.1	80.0	98.9	85.7	91.7	99.6	100.0	100.0		100.0	100.0	
	Pass Rate	1997-98	96.7		100.0	96.3		99.6		100.0	99.5		98.8			98.7	
	Mean TLI	1994-95	84.4	78.4	79.4	84.9	82.7	90.1	88.6	86.5	90.4	87.1	2.97		3.33	2.94	
	Mean TLI	1995-96	85.7		81.9	86.2	80.1	91.9	90.2	86.6	92.5	82.6	2.95			3.00	
	Mean TLI	1996-97	85.79	75.86	81.83	86.21		91.82	84.00	86.92	92.27		3.00			3.06	
	Mean TLI	1997-98	86.02		86.81	85.98		92.52		93.88	92.57		2.99			3.00	

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Hill El	Pass Rate	1994-95	91.2	85.7	75.0	92.3	100.0	95.9	71.4	91.7	97.5	90.9	98.1		100.0	97.7	100.0
	Pass Rate	1995-96	92.8	80.0	86.7	93.1	66.7	95.2	80.0	100.0	95.5	83.3	98.3			99.1	
	Pass Rate	1996-97	92.1	50.0	83.3	93.3	55.6	95.6	66.7	88.9	96.3	66.7	97.0		100.0	97.7	
	Pass Rate	1997-98	94.3	57.1	86.4	95.4	75.0	98.2	100.0	100.0	97.9	100.0	96.8		100.0	96.3	
	Mean TLI	1994-95	81.33	78.00	80.33	81.43	83.64	88.78	74.43	86.00	89.32	89.45	3.19		3.00	3.17	
	Mean TLI	1995-96	82.80	74.40	79.13	83.07	78.00	88.89	81.60	86.33	89.30	82.17	3.00			3.03	
	Mean TLI	1996-97	83.35	66.17	82.00	83.67	72.78	89.55	74.00	83.78	90.24	74.89	3.00		2.83	3.05	
	Mean TLI	1997-98	83.94	75.57	83.59	83.92	73.25	91.06	83.43	90.32	91.20	88.25	2.77		2.75	2.76	
Houston El	Pass Rate	1994-95	65.0	49.0	67.0	84.6	61.8	73.1	70.0	71.6	80.8	71.1	83.3	76.9	81.0	92.3	78.1
	Pass Rate	1995-96	62.1	51.9	59.8	90.9	59.5	68.2	65.4	65.5	82.6	66.2	73.9	58.8	78.0	77.8	69.6
	Pass Rate	1996-97	60.3	52.9	59.1	88.2	60.3	62.8	59.2	63.2	58.8	61.7	63.6	68.8	61.1	66.7	62.9
	Pass Rate	1997-98	59.8	50.0	59.9	86.7	59.4	69.3	65.3	68.2	86.7	68.5	66.2	58.3	66.1	80.0	64.6
	Mean TLI	1994-95	69.67	63.69	70.11	78.12	67.97	75.89	72.94	75.86	80.96	75.28	2.40	2.38	2.48	2.31	2.41
	Mean TLI	1995-96	70.19	66.88	69.53	79.45	69.05	73.55	72.77	71.94	82.17	72.82	2.14	1.94	2.20	2.11	2.11
	Mean TLI	1996-97	70.79	68.20	70.63	79.29	70.40	72.76	71.00	72.58	74.06	72.62	2.17	2.00	2.20	2.00	2.19
	Mean TLI	1997-98	70.59	67.22	70.64	78.60	70.59	75.14	75.94	74.31	84.73	74.61	2.26	2.25	2.25		2.28
Jordan El	Pass Rate	1994-95	35.7	25.0	63.2		34.1	48.3	41.3	65.8		47.7	47.7	41.2	66.7		47.5
	Pass Rate	1995-96	34.1	32.3	40.0		34.1	41.9	42.6	42.5		41.9	47.5	36.0	64.3		47.5
	Pass Rate	1996-97	46.6	48.0	42.2		44.2	49.0	50.5	44.4		47.4	53.0	59.5	40.9		51.6
	Pass Rate	1997-98	57.3	53.8	64.1		55.0	68.5	67.0	71.1		66.1	59.6	60.0	58.8		58.1
	Mean TLI	1994-95	59.09	55.70	67.61		58.61	64.27	61.88	69.95		63.56	2.00	1.97	2.44		2.05
	Mean TLI	1995-96	61.60	60.80	63.80		61.60	62.97	63.21	62.60		62.97	1.90	1.92	1.86		1.90
	Mean TLI	1996-97	66.57	66.35	67.20		66.06	66.87	67.25	65.40		66.28	2.15	2.26	1.95		2.15
	Mean TLI	1997-98	69.55	68.04	72.62		68.58	75.02	75.00	74.61		73.87	2.36	2.30	2.47		2.33

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Joslin El	**Pass Rate**	**1994-95**	**73.8**	**50.0**	**65.2**	**81.1**	**64.5**	**83.5**	**62.5**	**78.7**	**88.2**	**75.4**	**95.6**		**86.7**	**100.0**	**91.3**
	Pass Rate	1995-96	66.5	27.3	51.6	81.3	55.6	71.1	36.4	58.7	83.1	60.5	79.6		64.7	92.6	68.2
	Pass Rate	1996-97	70.5	40.0	59.6	82.2	60.0	75.2	50.0	66.7	83.6	65.6	77.8		68.2	89.7	72.2
	Pass Rate	1997-98	76.6	63.6	75.0	78.4	68.8	85.4	83.3	80.9	89.2	78.1	82.9		66.7	95.2	76.7
	Mean TLI	1994-95	74.58	63.13	71.43	77.57	70.27	81.65	71.88	78.53	84.61	78.08	2.78		2.60	2.90	2.70
	Mean TLI	1995-96	72.26	55.64	67.40	77.78	67.09	76.00	63.82	70.40	81.12	71.86	2.39		2.24	2.56	2.27
	Mean TLI	1996-97	74.58	66.70	71.51	77.77	71.78	78.09	67.50	73.04	82.84	73.30	2.30		2.27	2.34	2.22
	Mean TLI	1997-98	76.01	72.00	73.81	77.82	72.81	82.19	77.50	79.04	84.89	79.67	2.27		2.00	2.33	2.23
Kiker El	Pass Rate	1994-95	87.9	53.8	72.7	90.8	50.0	92.6	66.7	85.7	94.5	66.7	97.1		100.0	96.3	
	Pass Rate	1995-96	94.6	55.6	87.3	97.4	57.1	93.0	77.8	86.8	93.7	58.3	95.1		93.8	95.3	85.7
	Pass Rate	1996-97	93.1	55.6	90.5	93.7	61.9	93.7	66.7	89.1	94.7	50.0	98.8		95.0	99.2	
	Pass Rate	1997-98	94.4	91.7	88.1	94.9	68.8	96.6	91.7	91.5	97.4	68.8	98.3		100.0	97.7	80.0
	Mean TLI	1994-95	80.39	66.92	76.86	81.22	66.57	86.66	77.92	83.88	87.33	75.92	3.31		3.13	3.36	
	Mean TLI	1995-96	84.68	70.67	81.75	85.47	73.43	88.53	79.33	84.70	89.17	73.50	2.96		2.50	2.98	2.71
	Mean TLI	1996-97	83.99	70.00	81.60	84.39	70.10	88.19	74.78	84.58	88.98	70.90	3.06		2.75	3.11	
	Mean TLI	1997-98	84.82	81.83	81.61	85.11	77.63	90.01	85.75	87.17	90.44	78.25	3.09		3.04	3.08	
Kocurek El	Pass Rate	1994-95	70.0	44.1	53.9	80.9	57.1	78.8	61.8	72.3	83.5	68.4	93.7	90.0	87.5	96.3	92.6
	Pass Rate	1995-96	75.1	56.0	64.8	81.3	65.4	82.7	76.0	76.9	86.4	72.0	88.8	100.0	86.7	88.5	87.0
	Pass Rate	1996-97	86.0	62.5	79.8	91.0	72.8	84.0	75.0	77.7	88.0	68.1	94.0	90.0	92.1	95.5	90.9
	Pass Rate	1997-98	84.6	73.9	75.6	91.1	75.8	89.0	87.0	84.8	92.4	76.1	89.1	100.0	76.9	94.0	76.0
	Mean TLI	1994-95	73.77	65.59	69.75	76.68	70.69	79.63	71.06	77.50	81.49	74.50	2.85	2.70	2.78	2.89	2.78
	Mean TLI	1995-96	76.72	69.96	73.45	78.95	73.36	81.16	75.80	77.94	83.25	76.17	2.58	2.88	2.33	2.64	2.65
	Mean TLI	1996-97	79.95	72.13	77.48	81.75	75.60	82.38	77.25	79.38	84.48	76.97	2.61	2.40	2.61	2.64	2.64
	Mean TLI	1997-98	80.18	74.96	77.65	82.25	76.36	84.41	81.48	81.32	86.53	79.52	2.67		2.51	2.70	2.64

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Langford El	**Pass Rate**	**1994-95**	**49.7**	**33.3**	**42.2**	**75.0**	**45.9**	**59.3**	**50.0**	**51.7**	**79.5**	**54.2**	**63.5**	**60.0**	**48.0**	**87.5**	**57.9**
	Pass Rate	**1995-96**	**46.8**	**32.4**	**41.0**	**73.9**	**44.2**	**55.6**	**59.4**	**46.8**	**75.0**	**53.4**	**65.7**	**70.0**	**62.7**	**87.5**	**61.5**
	Pass Rate	1996-97	53.5	44.1	48.3	77.3	47.7	60.1	73.5	52.0	79.1	55.7	57.8	76.9	42.3	88.9	50.0
	Pass Rate	1997-98	60.0	45.2	59.9	67.3	54.9	72.9	77.4	68.8	79.6	70.4	59.3	71.4	52.8	64.3	58.5
	Mean TLI	1994-95	66.71	61.83	63.69	75.86	65.23	70.06	65.75	67.31	78.20	68.33	2.42	2.10	2.20	2.94	2.34
	Mean TLI	1995-96	66.47	63.32	63.93	75.72	65.46	69.91	70.50	65.90	79.67	69.03	2.01	2.10	2.02	1.88	2.02
	Mean TLI	1996-97	68.88	69.00	66.84	75.59	67.27	71.64	77.62	68.81	77.02	70.32	2.08	2.38	2.00	2.11	2.03
	Mean TLI	1997-98	69.52	64.94	68.56	74.39	68.54	76.49	75.35	74.74	81.51	75.72	2.10	2.14	2.11	2.07	2.10
Lee El	Pass Rate	1994-95	88.7	75.0	77.8	90.7	79.4	96.7	100.0	100.0	95.9	90.3	92.7			96.1	62.5
	Pass Rate	1995-96	89.4	42.9	75.0	93.2	65.2	93.9	71.4	81.0	97.3	82.6	93.9		85.7	94.9	83.3
	Pass Rate	1996-97	94.7	75.0	90.0	96.1	90.0	95.8	87.5	90.0	96.8	90.0	93.6		80.0	97.5	80.0
	Pass Rate	1997-98	95.3	62.5	87.5	98.1	86.4	97.8	100.0	91.7	98.6	100.0	97.8		85.7	100.0	
	Mean TLI	1994-95	80.34	74.38	75.78	81.23	76.88	88.57	86.75	87.32	88.65	85.23	3.13			3.18	2.75
	Mean TLI	1995-96	83.21	72.29	78.95	84.27	76.26	88.87	81.14	82.29	90.41	80.91	2.43		2.29	2.41	2.17
	Mean TLI	1996-97	84.35	76.13	83.55	84.68	79.75	90.26	82.13	87.50	91.02	87.30	3.28			3.40	
	Mean TLI	1997-98	84.68	78.38	81.71	85.32	82.32	91.48	87.71	87.54	92.15	90.20	2.84		2.43	2.92	
Linder El	Pass Rate	1994-95	53.2	43.8	49.2	73.0	48.5	66.0	70.6	59.4	86.5	62.4	78.5	63.6	78.0	91.7	73.6
	Pass Rate	1995-96	60.7	54.8	56.3	86.2	55.5	65.3	53.3	65.1	75.0	60.4	81.3	100.0	78.7	77.8	78.7
	Pass Rate	1996-97	75.0	76.0	68.3	94.6	70.4	71.4	72.0	66.2	86.5	65.4	72.5	71.4	68.6	87.5	67.8
	Pass Rate	1997-98	73.3	72.7	71.0	81.0	71.8	80.8	82.6	78.6	86.4	76.9	89.1	88.9	85.2	100.0	85.3
	Mean TLI	1994-95	66.32	63.00	65.04	72.84	64.99	72.47	69.91	70.89	80.43	71.13	2.45	2.45	2.41	2.50	2.43
	Mean TLI	1995-96	70.17	67.81	68.55	78.69	68.01	72.47	68.97	71.50	79.86	70.55	2.44	2.38	2.40	2.67	2.43
	Mean TLI	1996-97	75.73	73.52	73.50	83.95	73.97	76.85	75.32	74.91	83.62	74.90	2.46	2.57	2.35	2.88	2.39
	Mean TLI	1997-98	76.20	74.55	75.13	81.29	75.32	80.98	82.74	79.05	86.64	79.85	2.80	3.00	2.56	3.30	2.71

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Maplewood El	**Pass Rate**	**1994-95**	**68.8**	**52.8**	**81.6**	**88.2**	**60.0**	**83.4**	**78.1**	**81.6**	**97.1**	**80.2**	**71.4**	**69.8**	**60.9**	**100.0**	67.3
	Pass Rate	1995-96	80.4	73.0	83.9	93.9	74.1	82.9	75.0	87.1	97.0	76.2	83.3	75.0	87.5	100.0	85.0
	Pass Rate	1996-97	76.5	76.5	66.7	90.3	68.2	79.1	75.0	72.2	96.6	77.0	85.3	92.3	62.5	92.3	70.6
	Pass Rate	1997-98	81.3	73.8	82.8	91.1	74.1	84.4	81.8	74.2	95.5	80.7	91.9	93.8	80.0	100.0	88.5
	Mean TLI	1994-95	76.14	71.21	78.24	84.24	73.36	82.83	79.81	80.79	91.62	80.19	2.35	2.35	2.35	2.36	2.39
	Mean TLI	1995-96	77.65	74.19	78.65	84.48	74.78	81.89	77.28	83.42	91.09	78.49	2.67	2.50	2.75	3.00	2.65
	Mean TLI	1996-97	76.96	74.75	75.97	83.48	73.88	81.92	79.24	80.78	89.79	79.90	2.35	2.23	2.13	2.62	2.06
	Mean TLI	1997-98	78.39	74.37	77.17	84.98	75.13	82.95	80.17	78.81	90.05	80.25	2.89	2.81	2.70	3.18	2.85
Mathews El	Pass Rate	1994-95	62.0	32.1	41.2	79.4	53.2	82.0	77.8	68.8	86.8	75.0	65.9	66.7	50.0	68.4	58.8
	Pass Rate	1995-96	72.7	61.1	51.9	86.8	55.9	76.8	68.4	52.9	92.9	55.2	76.5	60.0	54.5	93.3	41.7
	Pass Rate	1996-97	77.4	60.7	63.8	92.6	57.6	84.4	76.9	70.2	97.1	66.1	75.5	42.9	63.6	94.7	58.3
	Pass Rate	1997-98	85.9	68.2	80.4	94.0	77.2	87.9	73.9	78.0	98.5	73.7	92.9	80.0	90.0	100.0	90.0
	Mean TLI	1994-95	70.38	59.86	61.74	76.47	66.89	81.49	76.37	76.03	84.72	77.65	2.34	2.00	2.00	2.47	2.29
	Mean TLI	1995-96	75.96	69.78	67.85	81.76	69.75	81.20	76.53	70.37	88.51	73.28	2.29		2.27	2.47	2.00
	Mean TLI	1996-97	77.53	68.04	73.95	83.25	70.39	84.24	78.15	77.98	90.75	75.89	2.79	2.71	2.50	3.05	2.63
	Mean TLI	1997-98	80.66	72.91	77.33	84.79	76.72	85.56	76.13	81.02	91.54	78.74	2.89		2.80	3.18	2.70
Menchaca El	Pass Rate	1994-95	84.1	71.4	69.2	87.0	60.0	92.8	71.4	88.5	94.3	80.0	96.5		88.2	98.9	83.3
	Pass Rate	1995-96	87.0	66.7	82.4	88.1	70.0	94.8	66.7	92.0	96.1	89.7	90.1		94.4	89.8	100.0
	Pass Rate	1996-97	92.3		80.7	94.2	86.2	97.3		94.8	97.7	93.3	100.0		100.0	100.0	100.0
	Pass Rate	1997-98	93.1	100.0	83.6	94.7	83.3	96.3	50.0	93.4	97.7	83.3	98.5		100.0	98.1	100.0
	Mean TLI	1994-95	79.56	73.71	73.04	80.80	71.17	85.68	76.57	81.58	86.68	78.43	2.91		2.82	2.94	2.67
	Mean TLI	1995-96	81.74	76.67	79.82	82.14	75.97	87.04	74.56	84.12	88.00	82.55	2.43		2.56	2.40	2.57
	Mean TLI	1996-97	84.44		80.19	85.18	80.69	88.63		85.69	89.20	84.83	2.88		2.69	2.91	
	Mean TLI	1997-98	83.89	80.17	80.33	84.61	78.30	90.11	78.67	86.16	91.16	84.27	2.73		2.71	2.72	2.67

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Metz El	Pass Rate	1994-95	41.8		40.5		39.9	56.9		55.6		55.9	61.4		59.5		59.0
	Pass Rate	1995-96	46.6		45.6		46.5	53.2		52.9		52.6	60.7		60.7		56.5
	Pass Rate	1996-97	50.6		49.7	60.0	51.9	62.9		62.6	100.0	63.2	62.8		61.9		60.0
	Pass Rate	1997-98	73.0	83.3	72.0		71.3	69.6	57.1	69.9		67.5	86.0		84.6		88.9
	Mean TLI	1994-95	66.15		65.61		65.46	71.48		70.76		71.30	2.34		2.36		2.33
	Mean TLI	1995-96	66.08		65.81		65.68	66.03		65.85		65.71	2.21		2.21		2.09
	Mean TLI	1996-97	68.02		67.62		67.73	71.48		71.25		71.03	2.21		2.19		2.20
	Mean TLI	1997-98	74.95	76.33	74.80		74.75	75.35	73.57	75.40		74.73	2.53		2.49		2.53
Norman El	Pass Rate	1994-95	46.5	42.5	72.7		44.4	40.2	39.5	54.5	20.0	38.5	85.7	85.2	80.0		84.4
	Pass Rate	1995-96	45.1	45.0	43.3		42.0	43.3	46.5	33.3		40.0	71.1	70.0	75.0		70.3
	Pass Rate	1996-97	43.7	43.0	44.9		40.7	41.1	41.1	40.8		39.3	66.7	67.4	68.4		65.5
	Pass Rate	1997-98	52.1	45.5	62.3		51.7	60.2	56.6	66.1		60.6	61.1	60.0	62.5		59.6
	Mean TLI	1994-95	63.56	62.24	71.09		62.83	65.88	65.09	69.73		65.38	2.86	2.89			2.81
	Mean TLI	1995-96	65.84	65.53	66.03		64.69	63.61	64.39	59.77		62.20	2.68	2.73	2.50		2.65
	Mean TLI	1996-97	63.84	63.67	63.96		62.66	62.63	63.75	60.04		61.89	2.67	2.58	2.89		2.65
	Mean TLI	1997-98	67.87	66.64	69.77		67.91	72.13	71.68	72.76		71.99	2.52	2.53	2.50		2.45
Oak Hill El	Pass Rate	1994-95	89.1		71.4	90.7	73.5	94.0		89.3	94.9	85.3	91.7		61.5	95.3	80.0
	Pass Rate	1995-96	87.9	75.0	69.2	90.8	68.3	89.4	75.0	82.1	90.6	76.7	90.9		81.8	91.7	66.7
	Pass Rate	1996-97	94.6	80.0	81.3	96.4	81.5	95.9	100.0	90.6	96.4	92.6	95.3		84.6	96.7	100.0
	Pass Rate	1997-98	95.2	100.0	89.7	95.7	82.1	96.4	100.0	95.0	96.8	93.5	94.6		92.3	94.7	100.0
	Mean TLI	1994-95	80.92		73.29	81.63	74.41	86.21		80.79	86.84	78.41	2.63		2.15	2.68	2.47
	Mean TLI	1995-96	81.46	75.75	74.28	82.55	72.93	85.59	74.75	75.92	87.15	75.19	2.53		2.45	2.54	2.08
	Mean TLI	1996-97	84.52		80.22	85.12	79.96	88.55		84.34	89.16	85.04	2.54		2.46	2.57	2.25
	Mean TLI	1997-98	84.40	82.17	81.33	84.84	79.00	89.35	80.67	88.35	89.74	84.87	2.57		2.46	2.57	2.50

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Oak Springs El	**Pass Rate**	**1994-95**															
	Pass Rate	1995-96	45.1	45.8	44.2		43.2	45.5	51.7	37.2		39.5	77.1	80.0	73.3		77.8
	Pass Rate	1996-97	55.6	45.2	65.8		55.7	50.6	46.3	55.0		50.6	48.4	40.0	56.3		50.0
	Pass Rate	1997-98	46.1	46.4	47.7		45.0	48.0	48.2	47.7		47.0	54.1	55.6	55.6		54.1
	Mean TLI	1994-95	58.40	56.35	60.64		58.39	62.49	64.13	60.74		62.79	2.25	2.21	2.31		2.20
	Mean TLI	1995-96	64.09	63.92	64.33		63.98	62.26	66.00	57.21		60.35	2.63	2.65	2.60		2.78
	Mean TLI	1996-97	70.16	66.50	74.00		69.94	67.54	66.24	68.88		67.37	1.87	1.73	2.00		1.90
	Mean TLI	1997-98	64.21	64.18	64.86		63.83	67.07	67.36	67.18		66.74	2.11	2.17	2.11		2.11
Odom El	Pass Rate	1994-95	56.5	44.8	48.2	69.3	47.4	73.9	73.3	62.5	86.1	64.9	86.1	83.3	81.0	93.3	79.1
	Pass Rate	1995-96	64.0	58.6	60.6	69.9	61.2	73.3	67.9	68.5	80.8	71.4	90.7	90.0	92.9	88.9	90.2
	Pass Rate	1996-97	72.7	66.7	69.2	79.0	67.2	76.4	79.2	69.2	85.1	69.8	82.0	87.5	76.6	88.2	73.5
	Pass Rate	1997-98	72.6	69.2	65.0	83.9	67.9	85.8	76.9	85.4	89.4	84.1	91.1	90.0	91.5	90.3	90.6
	Mean TLI	1994-95	68.83	65.14	65.79	73.25	65.49	75.98	74.70	71.54	81.28	72.04	2.78	3.00	2.69	2.87	2.67
	Mean TLI	1995-96	71.68	68.03	69.41	75.17	70.09	77.17	74.04	74.25	81.41	74.50	2.65	2.60	2.57	2.75	2.61
	Mean TLI	1996-97	75.51	75.04	72.73	79.06	73.10	78.56	79.83	74.81	83.15	75.18	2.58	3.00	2.40	2.74	2.53
	Mean TLI	1997-98	75.98	74.31	74.01	79.22	74.63	82.65	81.23	81.03	85.29	80.57	2.39	2.40	2.38	2.42	2.34
Ortega El	Pass Rate	1994-95	50.5	52.4	51.4		45.8	71.1	61.9	73.0		67.5	70.6	57.1	75.0		65.1
	Pass Rate	1995-96	68.6	73.3	67.8		63.5	75.0	60.0	77.9		72.6	78.9	85.7	76.7		80.0
	Pass Rate	1996-97	58.0	41.2	60.2		54.5	67.9	52.9	69.9		64.8	64.0		68.2		61.9
	Pass Rate	1997-98	65.5	52.6	67.7		63.4	73.0	68.4	73.7		71.3	61.8		66.7		56.7
	Mean TLI	1994-95	69.96	66.76	71.15		68.83	77.11	74.86	77.61		76.24	2.39	2.29	2.40		2.42
	Mean TLI	1995-96	75.35	73.13	75.77		74.68	76.74	74.80	76.84		75.88	2.26	2.43	2.20		2.27
	Mean TLI	1996-97	70.47	65.06	71.18		69.32	76.61	69.29	77.65		75.49	2.32		2.32		2.33
	Mean TLI	1997-98	72.76	71.74	72.80		72.30	76.91	75.68	76.99		76.44	2.00		2.00		1.93

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer	Hispan.	White	Econ. Dis.
Palm El	Pass Rate	1994-95	56.2	45.8	50.0	69.5	52.1	64.3	50.0	60.7	75.0	61.5	86.0	70.0	89.7	88.2	83.9
	Pass Rate	1995-96	53.6	35.1	51.0	70.6	44.0	60.4	55.6	51.9	80.0	49.2	72.7	75.0	68.9	78.9	67.9
	Pass Rate	1996-97	54.9	41.9	51.4	70.6	53.0	58.4	48.8	54.2	73.5	55.6	68.9	64.3	65.5	81.3	60.6
	Pass Rate	1997-98	51.6	45.0	43.1	75.5	43.3	61.0	58.5	52.5	81.6	54.7	50.0	33.3	51.3	57.9	43.8
	Mean TLI	1994-95	68.48	62.96	66.34	74.14	66.43	73.44	66.42	71.74	78.93	71.04	2.67	2.50	2.62	2.82	2.55
	Mean TLI	1995-96	68.22	62.84	67.24	73.73	65.35	71.48	68.28	68.66	78.86	67.55	2.27	2.33	2.16	2.47	2.15
	Mean TLI	1996-97	68.68	63.00	68.11	73.75	67.81	71.37	67.63	69.83	77.04	70.28	2.23	2.07	2.24	2.38	2.21
	Mean TLI	1997-98	68.38	66.23	65.42	76.49	65.72	72.01	70.51	68.78	79.98	69.91	1.86	1.58	1.95	1.84	1.77
Patton El	Pass Rate	1994-95	88.0	66.7	87.0	89.1	72.2	92.7	83.3	96.2	92.6	66.7	95.9	100.0	92.3	95.8	87.5
	Pass Rate	1995-96	90.7	85.7	84.3	91.6	90.0	94.9	86.7	90.2	96.0	85.0	99.1	100.0	100.0	98.9	
	Pass Rate	1996-97	91.7	66.7	82.8	94.0	77.4	96.2	100.0	89.7	97.4	93.1	97.5	100.0	94.7	98.3	100.0
	Pass Rate	1997-98	95.5	78.6	94.0	96.4	83.9	96.9	100.0	92.5	97.7	96.9	98.8		94.7	99.2	100.0
	Mean TLI	1994-95	80.32	72.39	77.93	81.04	73.61	86.23	80.28	86.58	86.61	79.28	2.74	2.57	2.85	2.73	2.50
	Mean TLI	1995-96	81.90	77.86	78.80	82.42	80.05	87.50	83.00	83.57	88.39	81.40	2.95		2.67	2.99	
	Mean TLI	1996-97	83.67	78.13	79.74	84.38	79.61	88.80	85.47	86.43	89.57	86.69	3.14		3.16	3.20	3.07
	Mean TLI	1997-98	85.27	78.93	83.84	85.73	82.32	90.29	82.57	88.03	90.97	87.50	2.83		2.74	2.85	2.85
Pease El	Pass Rate	1994-95	67.8	50.0	68.6	90.2	43.5	87.5	81.8	80.0	100.0	75.0	84.6	71.4	77.8	100.0	80.0
	Pass Rate	1995-96	69.0	50.8	70.6	89.8	54.5	81.7	69.5	76.5	100.0	59.1	69.0	63.6	72.7	71.4	80.0
	Pass Rate	1996-97	77.5	66.7	74.3	90.6	68.2	83.8	74.1	82.9	94.3	56.5	78.9	71.4	66.7	93.3	
	Pass Rate	1997-98	75.6	59.2	70.4	97.7	57.7	85.0	80.4	70.4	100.0	81.5	90.3	91.7	100.0	84.6	100.0
	Mean TLI	1994-95	73.88	68.47	72.43	81.88	68.00	83.16	78.79	80.89	90.37	75.25	2.10	1.93	2.11	2.25	
	Mean TLI	1995-96	74.49	68.12	72.94	83.22	68.68	82.21	76.44	80.00	90.69	72.05	1.93	2.00	1.73	2.14	
	Mean TLI	1996-97	77.70	72.54	78.60	82.36	72.09	82.57	77.48	79.71	89.64	72.87	2.53	2.36	2.33	2.80	
	Mean TLI	1997-98	77.64	70.67	77.96	85.37	72.88	84.23	79.06	80.37	93.00	79.22	2.58	2.75	2.67	2.38	2.50

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
Pecan Springs	**Pass Rate**	**1994-95**	**45.3**	**40.2**	**56.4**	**50.0**	**44.1**	**55.2**	**51.5**	**68.6**	**50.0**	**54.0**	**66.0**	**67.6**	**70.6**		68.3
	Pass Rate	1995-96	39.3	38.4	36.2		37.0	48.0	49.0	41.7		43.4	70.7	67.9	75.0		70.6
	Pass Rate	1996-97	43.5	41.7	48.8	40.0	41.1	54.4	49.1	66.7	80.0	51.4	64.7	64.7	62.5		62.2
	Pass Rate	1997-98	46.5	44.4	48.5	83.3	44.5	56.7	56.1	54.5	83.3	56.3	62.5	58.7	75.0		65.7
	Mean TLI	1994-95	64.88	62.98	68.64	70.00	64.27	69.39	68.29	73.40	67.50	68.48	2.34	2.38	2.29		2.34
	Mean TLI	1995-96	63.53	62.22	65.00		62.47	65.10	65.53	62.58		63.57	2.34	2.36	2.25		2.32
	Mean TLI	1996-97	65.99	65.20	67.78		65.22	68.59	67.60	70.13		67.49	2.25	2.26	2.25		2.24
	Mean TLI	1997-98	64.94	64.26	67.27	67.00	63.60	69.17	68.68	70.21	74.17	68.55	2.45	2.43	2.38		2.43
Pillow El	Pass Rate	1994-95	61.8	32.0	62.2	66.0	47.9	77.7	62.5	75.0	80.4	71.8	87.5	85.7	72.7	92.9	85.2
	Pass Rate	1995-96	65.7	32.0	65.0	72.5	57.4	70.4	52.0	66.7	76.1	63.4	67.7	33.3	66.7	74.3	63.0
	Pass Rate	1996-97	71.6	45.0	68.1	78.0	62.5	77.8	57.1	78.3	82.9	66.1	93.6	87.5	92.9	95.5	94.1
	Pass Rate	1997-98	75.6	63.9	69.8	78.8	68.1	82.8	73.0	71.7	90.4	75.0	84.7	80.0	86.7	84.0	75.0
	Mean TLI	1994-95	71.30	59.52	69.70	73.62	67.47	79.92	71.58	79.89	81.16	76.55	2.63	2.43	2.36	2.82	2.63
	Mean TLI	1995-96	72.05	57.92	71.65	75.42	67.37	76.48	69.08	76.05	78.22	72.10	2.02	2.00	2.00	2.03	1.96
	Mean TLI	1996-97	75.09	63.15	75.60	77.35	72.55	79.25	67.62	79.89	81.73	75.65	2.70	2.63	2.79	2.64	2.65
	Mean TLI	1997-98	76.54	69.81	73.79	78.98	72.56	82.40	77.00	79.02	85.77	78.49	2.22	2.10	2.33	2.28	2.25
Pleasant Hill	Pass Rate	1994-95	69.2	44.4	66.3	81.1	56.3	79.2	72.2	74.5	88.9	72.8	92.3	77.8	91.7	100.0	88.5
	Pass Rate	1995-96	67.9	53.8	60.8	81.3	59.2	76.9	69.2	75.0	81.3	67.3	90.3		84.2	100.0	86.7
	Pass Rate	1996-97	76.0	64.7	71.9	86.4	71.3	74.2	55.6	72.7	82.8	67.0	71.9	80.0	65.5	81.0	71.9
	Pass Rate	1997-98	66.9	39.1	66.7	80.0	61.1	80.1	63.6	77.1	92.2	74.1	79.4	66.7	76.3	88.9	74.4
	Mean TLI	1994-95	74.08	68.11	72.51	78.43	70.55	78.36	77.83	75.62	82.91	75.45	2.75	2.44	2.71	3.00	2.62
	Mean TLI	1995-96	74.39	74.00	70.97	79.20	71.37	78.35	76.23	76.26	82.05	73.77	2.53		2.32	2.95	2.63
	Mean TLI	1996-97	75.21	73.29	73.17	79.03	73.51	77.52	70.78	76.36	81.55	74.87	2.28		2.24	2.29	2.16
	Mean TLI	1997-98	72.97	63.74	73.93	75.38	70.89	80.60	74.59	80.34	83.80	78.25	2.68	2.50	2.66	2.78	2.64

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
Reilly El	**Pass Rate**	**1994-95**	**56.7**	**28.6**	**61.4**	**64.5**	**50.0**	**70.7**	**64.3**	**66.7**	**78.1**	**65.5**	**79.3**	**100.0**	**60.0**	**85.7**	**73.7**
	Pass Rate	**1995-96**	**69.0**	**64.3**	**65.0**	**76.7**	**59.6**	**72.6**	**62.5**	**76.9**	**72.4**	**67.4**	**90.0**		**82.4**	**100.0**	**85.7**
	Pass Rate	1996-97	73.9	69.2	65.4	95.2	69.5	76.4	61.5	73.6	95.2	72.9	69.0	83.3	66.7		66.7
	Pass Rate	1997-98	60.0	62.5	54.1	80.0	52.0	60.8	64.7	52.5	87.5	55.8	63.3		55.6	62.5	66.7
	Mean TLI	1994-95	67.56	61.50	66.32	72.23	64.63	75.55	69.43	74.73	79.44	73.17	2.17		1.90	2.29	1.95
	Mean TLI	1995-96	73.46	71.21	72.48	75.83	69.43	76.04	74.19	74.74	78.79	72.63	2.73		2.59	3.11	2.57
	Mean TLI	1996-97	76.27	74.38	73.38	84.29	74.80	78.61	74.54	75.85	88.29	77.34	2.31	2.50	2.24		2.14
	Mean TLI	1997-98	70.43	70.25	68.25	77.53	68.17	74.21	74.59	70.79	86.69	71.56	1.90		1.94	1.63	2.00
Ridgetop El	Pass Rate	1994-95	45.5		41.2	63.6	42.3	76.5		66.7	81.8	74.1	88.9				100.0
	Pass Rate	1995-96	65.9	60.0	52.2	87.5	58.6	70.5	80.0	52.2	93.8	58.6	91.7		80.0		90.0
	Pass Rate	1996-97	59.5		47.4	92.9	51.6	78.4		68.4	100.0	74.2	83.3		66.7	100.0	75.0
	Pass Rate	1997-98	73.0		63.6	100.0	66.7	75.0		68.2	100.0	69.0	87.5				87.5
	Mean TLI	1994-95	66.12		65.00	69.36	63.62	78.79		77.00	78.91	77.26	2.89				
	Mean TLI	1995-96	72.20		67.04	80.81	69.45	76.20		68.91	87.50	71.10	2.83				2.70
	Mean TLI	1996-97	73.73		69.16	84.50	71.74	79.32		73.37	89.36	77.74	2.33		2.00	2.67	2.25
	Mean TLI	1997-98	75.05		71.77	82.55	73.20	80.25		76.77	88.64	77.45	2.00				2.00
Sanchez El	Pass Rate	1994-95	58.3		57.0	100.0	58.1	75.2		74.0	100.0	72.9	82.6		81.8		81.8
	Pass Rate	1995-96	60.1		60.7	57.1	58.2	63.6		63.4	75.0	59.3	64.3		63.0		58.3
	Pass Rate	1996-97	64.6		64.7	77.8	59.1	72.0		72.0	77.8	65.5	92.5		92.1		91.4
	Pass Rate	1997-98	63.8		63.4		63.0	68.8		68.7		68.2	61.0		60.0		57.6
	Mean TLI	1994-95	72.29		71.85		71.71	79.02		78.63		78.06	2.43		2.45		2.40
	Mean TLI	1995-96	70.56		70.79	67.43	69.06	72.74		72.73	76.88	70.77	2.21		2.22		2.21
	Mean TLI	1996-97	71.77		71.95	74.00	69.56	76.41		76.05	83.56	73.82	2.35		2.34		2.34
	Mean TLI	1997-98	72.30		72.25		71.68	75.37		75.35		74.90	2.34		2.35		2.33

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.	All	Af. Amer.	Hispan.	White	Econ. Dis.
Sims El	**Pass Rate**	**1994-95**	**24.7**	**25.4**	**23.8**		**24.1**	**32.2**	**35.3**	**23.8**		**30.0**	**24.0**	**16.7**	**42.9**		18.2
	Pass Rate	1995-96	36.7	39.3	27.8		35.2	35.0	38.7	22.2		34.7	47.6	41.2			37.5
	Pass Rate	1996-97	25.3	29.1	15.0		23.2	43.8	47.2	35.0		43.3	62.1	65.2	50.0		59.3
	Pass Rate	1997-98	67.2	70.8	53.8		66.7	58.3	59.6	53.8		57.1	85.0	92.3	71.4		83.3
	Mean TLI	1994-95	52.24	52.43	52.19		52.04	59.78	61.25	55.19		59.61	2.00	1.89	2.29		1.91
	Mean TLI	1995-96	58.22	57.85	59.44		57.48	59.33	60.56	55.06		58.97	2.24	2.18			2.19
	Mean TLI	1996-97	55.84	56.93	52.85		54.83	63.19	63.98	61.10		62.49	2.00	2.04	1.83		1.96
	Mean TLI	1997-98	73.87	73.71	74.46		73.25	72.60	72.28	73.77		72.05	2.55	2.62	2.43		2.56
St Elmo El	Pass Rate	1994-95	47.7	37.5	34.9	70.0	42.9	67.9	62.5	53.2	92.3	61.7	73.1	100.0	66.7	76.0	78.6
	Pass Rate	1995-96	51.8	66.7	36.4	74.4	47.1	69.8	88.9	57.4	87.2	65.2	69.4		55.0	84.6	65.2
	Pass Rate	1996-97	71.1	71.4	68.4	78.6	67.9	76.1	71.4	75.6	78.6	75.0	87.0		84.8	91.7	88.9
	Pass Rate	1997-98	78.4	50.0	77.4	88.5	77.6	84.6	83.3	81.2	96.2	81.8	97.1		100.0	83.3	100.0
	Mean TLI	1994-95	67.04	63.75	61.10	77.05	64.81	76.50	76.75	70.34	86.23	74.13	2.61	3.00	2.56	2.60	2.69
	Mean TLI	1995-96	69.26	72.56	63.67	77.97	68.75	76.17	88.22	71.13	82.18	75.61	2.17		2.10	2.23	2.09
	Mean TLI	1996-97	74.54	67.14	73.01	80.71	72.97	79.20	79.86	78.20	81.96	78.14	2.37		2.33	2.33	2.41
	Mean TLI	1997-98	76.24	70.50	74.94	81.77	75.89	80.95	79.67	79.35	86.46	80.43	2.62		2.58	2.83	2.71
Summitt El	Pass Rate	1994-95	88.8	73.7	85.3	91.3	71.8	88.0	76.5	91.2	89.1	72.2	88.9	75.0	68.4	95.9	68.8
	Pass Rate	1995-96	90.8	73.1	80.6	94.4	86.8	91.1	84.0	86.7	93.5	83.8	100.0	100.0	100.0	100.0	100.0
	Pass Rate	1996-97	90.2	52.4	88.9	94.8	66.7	88.8	52.4	83.3	93.6	65.6	96.0	85.7	100.0	96.6	87.5
	Pass Rate	1997-98	93.8	88.5	81.8	95.4	95.2	94.2	92.0	90.9	95.4	90.5	96.6	88.9		97.1	88.9
	Mean TLI	1994-95	79.79	72.84	77.15	80.95	73.10	84.41	79.18	85.03	85.17	77.89	2.73	2.38	2.42	2.84	2.38
	Mean TLI	1995-96	83.29	78.12	77.65	84.84	79.95	85.43	78.64	82.80	86.94	81.27	3.15		3.30	3.11	3.38
	Mean TLI	1996-97	82.91	70.05	81.17	84.60	74.67	85.95	71.43	85.78	87.62	76.56	2.85	2.71		2.85	2.75
	Mean TLI	1997-98	84.07	81.12	82.00	84.42	83.57	88.15	86.28	86.27	88.87	85.33	2.83	2.78		2.83	2.56

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
Sunset Valley	**Pass Rate**	**1994-95**	67.0	33.3	52.8	73.9	40.4	79.7	66.7	63.0	86.1	47.4	82.1	66.7	73.9	87.5	55.0
	Pass Rate	**1995-96**	68.1	8.3	62.1	76.7	47.4	79.6	33.3	72.4	87.7	57.9	88.7		86.7	90.9	93.3
	Pass Rate	1996-97	83.4	50.0	75.4	90.1	70.2	86.0	75.0	82.0	89.0	67.9	87.8		81.8	92.3	73.7
	Pass Rate	1997-98	79.6	63.6	68.8	88.2	69.7	87.6	72.7	78.1	95.5	77.3	74.2		55.0	82.9	58.3
	Mean TLI	1994-95	72.81	57.47	67.23	75.80	62.84	79.47	70.73	71.46	82.70	66.12	2.74	2.33	2.70	2.79	2.35
	Mean TLI	1995-96	73.88	52.25	70.43	77.55	65.46	80.16	63.33	75.48	84.00	71.12	2.31		2.27	2.32	2.27
	Mean TLI	1996-97	79.72	68.50	77.03	81.91	72.93	84.00	76.38	80.95	86.15	75.05	2.51		2.55	2.46	2.26
	Mean TLI	1997-98	77.54	72.91	74.39	79.98	73.94	82.53	74.45	78.84	85.86	78.00	2.23		2.15	2.27	2.08
Travis Heights	Pass Rate	1994-95	56.5	7.7	47.1	71.6	40.4	76.7	54.5	68.7	88.6	63.5	65.0	20.0	59.3	78.6	43.8
	Pass Rate	1995-96	63.3	42.9	49.0	79.6	49.0	72.0	60.0	60.2	85.7	57.4	80.9	40.0	75.0	93.3	74.2
	Pass Rate	1996-97	64.7	44.4	52.2	81.7	48.8	72.7	44.4	61.1	89.4	59.7	71.8	33.3	53.3	90.5	55.6
	Pass Rate	1997-98	55.8	47.1	40.6	77.6	40.1	77.4	72.2	67.2	91.8	66.4	76.1		65.8	92.6	65.8
	Mean TLI	1994-95	70.50	51.31	66.74	76.75	64.04	79.43	67.82	74.58	86.14	73.09	2.48		2.26	2.75	2.19
	Mean TLI	1995-96	71.04	56.57	65.97	77.91	64.91	77.17	68.40	71.05	84.61	69.77	2.69		2.59	2.87	2.45
	Mean TLI	1996-97	71.97	62.17	67.02	78.75	66.14	76.83	65.83	70.05	85.63	69.36	2.51	2.17	2.13	2.83	2.22
	Mean TLI	1997-98	70.25	64.82	65.98	76.88	65.48	79.26	75.11	73.99	86.98	73.93	2.43		2.39	2.48	2.39
Walnut Creek	Pass Rate	1994-95	60.5	47.4	56.4	65.5	54.5	74.9	63.2	72.0	81.5	72.3	75.0	68.8	76.7	85.0	72.7
	Pass Rate	1995-96	71.5	60.8	69.7	83.3	71.0	73.4	66.7	66.1	86.0	72.3	74.6	40.0	68.0	92.3	69.0
	Pass Rate	1996-97	82.2	64.7	82.1	97.4	78.9	73.4	66.7	67.2	86.8	69.0	85.0	85.2	78.6	84.6	84.1
	Pass Rate	1997-98	76.9	67.3	71.0	88.9	74.2	77.9	71.2	72.7	86.1	73.9	84.0	64.3	78.9	100.0	79.7
	Mean TLI	1994-95	71.90	67.45	69.44	74.40	70.36	76.90	73.79	74.00	81.41	75.74	2.31	2.25	2.37	2.35	2.31
	Mean TLI	1995-96	74.60	70.51	73.53	78.38	73.97	75.26	73.14	72.08	80.74	74.97	2.34	2.00	2.16	2.46	2.33
	Mean TLI	1996-97	77.34	71.67	76.79	81.24	75.78	76.79	72.78	74.66	82.08	74.56	2.28	2.15	2.00	2.46	2.23
	Mean TLI	1997-98	75.52	71.42	73.36	79.58	74.80	80.07	76.12	78.08	84.25	78.53	2.37	2.29	2.32	2.43	2.33

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer.	Hispan.	White	Econ Dis.	All	Af. Amer.	Hispan.	White	Econ Dis.	All	Af. Amer.	Hispan.	White	Econ Dis.
Widen El	**Pass Rate**	**1994-95**	**44.7**	**34.2**	**44.8**	**68.8**	**41.4**	**59.8**	**51.9**	**57.9**	**87.5**	**58.3**	**63.6**	**36.7**	**74.7**	**81.3**	**60.0**
	Pass Rate	1995-96	60.5	43.1	64.8	73.7	55.9	63.4	54.9	62.6	81.6	59.5	72.7	72.2	70.0	88.9	70.2
	Pass Rate	1996-97	72.3	65.0	70.4	96.8	70.9	72.4	65.6	70.9	93.5	69.9	87.2	90.5	85.2	90.9	86.7
	Pass Rate	1997-98	74.7	64.1	75.7	95.5	73.0	76.8	68.8	77.2	95.5	74.9	81.2	78.9	78.9	100.0	78.0
	Mean TLI	1994-95	66.13	61.49	66.94	72.94	65.00	72.62	70.14	71.67	83.06	71.78	2.30	2.15	2.33	2.50	2.29
	Mean TLI	1995-96	71.92	67.40	72.65	76.92	70.46	72.65	69.17	72.72	78.61	71.63	2.34	2.39	2.34	2.22	2.35
	Mean TLI	1996-97	74.40	71.37	73.92	82.77	73.65	74.91	72.18	74.20	84.03	73.76	2.41	2.38	2.41	2.45	2.42
	Mean TLI	1997-98	75.28	71.73	75.42	83.55	74.52	77.05	72.41	77.64	84.59	76.35	2.36	2.42	2.31	2.55	2.32
Williams El	Pass Rate	1994-95	70.9	44.0	61.3	80.5	61.4	80.2	64.0	75.4	85.9	73.8	83.5	80.0	75.6	88.3	73.3
	Pass Rate	1995-96	65.1	52.0	56.6	73.8	44.6	78.3	60.0	73.6	85.1	65.3	78.7	57.1	80.0	83.3	57.1
	Pass Rate	1996-97	79.8	58.6	78.6	83.0	68.2	83.7	85.7	77.0	88.5	80.0	83.0	76.9	78.6	88.6	77.8
	Pass Rate	1997-98	83.1	78.6	78.7	86.8	74.7	90.6	96.3	86.9	93.1	86.7	83.2	66.7	72.3	91.8	70.6
	Mean TLI	1994-95	73.06	63.68	69.40	76.62	69.94	79.93	73.16	77.17	82.68	76.73	2.53		2.44	2.58	2.43
	Mean TLI	1995-96	71.94	64.92	69.27	75.09	65.45	79.80	68.88	77.79	82.85	74.96	2.36	2.14	2.46	2.33	2.10
	Mean TLI	1996-97	78.29	71.83	76.87	80.27	74.22	82.38	78.61	79.49	85.04	78.13	2.70	2.31	2.62	2.86	2.44
	Mean TLI	1997-98	79.07	78.54	77.19	80.59	76.13	84.06	84.04	80.99	86.43	80.23	2.38	2.50	2.30	2.43	2.32
Winn El	Pass Rate	1994-95	49.3	45.1	66.7	37.5	47.9	66.2	66.0	66.7	62.5	66.1	68.2	67.5	72.7	66.7	65.8
	Pass Rate	1995-96	63.4	58.0	81.6	80.0	61.3	62.8	59.9	71.1	80.0	61.6	66.1	66.7	61.5		60.0
	Pass Rate	1996-97	67.7	61.3	86.1		64.2	67.7	65.9	70.3		64.0	78.7	71.1	100.0		75.5
	Pass Rate	1997-98	78.1	74.8	86.7	100.0	76.7	78.6	76.4	83.3	100.0	75.6	61.3	69.8	35.3		56.9
	Mean TLI	1994-95	66.81	65.69	70.67	66.38	66.32	73.88	74.15	72.15	74.63	73.35	2.40	2.40	2.55	2.00	2.38
	Mean TLI	1995-96	71.71	69.93	78.08		70.72	74.26	72.54	79.08		73.63	2.22	2.26	2.15		2.18
	Mean TLI	1996-97	72.97	70.89	78.50		71.33	74.84	73.55	77.08		73.70	2.39	2.38	2.33		2.31
	Mean TLI	1997-98	76.36	75.42	77.63		74.97	79.46	78.45	80.63		78.24	1.97	2.12	1.53		1.90

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af. Amer	Hispan	White	Econ Dis	All	Af. Amer	Hispan	White	Econ Dis	All	Af. Amer	Hispan	White	Econ Dis
Wooldridge El	**Pass Rate**	**1994-95**	**65.0**	**50.0**	**60.2**	**82.1**	**59.2**	**71.1**	**69.1**	**62.4**	**84.4**	**66.7**	**83.5**	**85.7**	**66.7**	**100.0**	**79.1**
	Pass Rate	**1995-96**	**71.4**	**56.3**	**66.0**	**91.0**	**68.3**	**72.4**	**60.0**	**67.3**	**90.9**	**70.7**	**85.7**	**95.8**	**71.9**	**100.0**	**87.9**
	Pass Rate	1996-97	68.9	53.2	72.0	79.3	66.1	65.7	53.8	65.9	77.6	59.9	80.6	73.9	84.0	80.0	76.5
	Pass Rate	1997-98	75.0	62.0	75.6	85.5	70.6	83.9	78.6	83.1	88.7	81.4	85.5	86.4	80.0	90.0	83.6
	Mean TLI	1994-95	71.31	66.80	68.33	78.72	69.18	75.18	74.98	70.44	81.99	72.92	2.60	2.52	2.22	3.00	2.46
	Mean TLI	1995-96	74.31	68.61	73.04	81.07	73.15	75.53	69.92	72.54	84.55	74.32	2.52	2.46	2.53	2.71	2.52
	Mean TLI	1996-97	74.46	68.20	75.43	79.02	73.23	73.90	69.46	73.60	78.79	71.84	2.53	2.48	2.64	2.40	2.45
	Mean TLI	1997-98	76.39	70.79	76.97	81.02	74.48	80.75	78.33	80.17	83.15	79.04	2.41	2.45	2.44	2.25	2.45
Wooten El	Pass Rate	1994-95	57.9	50.0	40.5	75.9	50.0	68.6	56.0	53.7	87.0	58.7	69.4	77.8	46.2	85.7	65.4
	Pass Rate	1995-96	60.0	58.8	51.8	71.4	56.7	63.1	70.6	48.8	80.7	55.8	75.9	88.9	63.0	86.4	72.1
	Pass Rate	1996-97	70.2	63.6	64.7	78.3	63.3	74.9	72.7	64.7	88.3	71.1	84.2		80.0	94.1	81.4
	Pass Rate	1997-98	66.5	58.3	61.5	79.2	63.0	69.4	58.3	61.1	89.8	65.9	78.0	80.0	78.8	76.2	77.8
	Mean TLI	1994-95	68.91	64.88	63.86	75.09	66.19	74.21	68.12	68.78	81.59	70.31	2.36	2.56	2.23	2.36	2.31
	Mean TLI	1995-96	69.91	68.71	67.26	73.96	68.04	70.94	73.12	64.55	79.21	67.82	2.24	2.22	2.30	2.18	2.28
	Mean TLI	1996-97	75.08	72.09	72.53	78.93	73.09	78.76	77.36	73.67	85.45	76.41	2.23		2.14	2.35	2.19
	Mean TLI	1997-98	72.96	67.17	72.01	77.23	72.03	76.29	68.92	73.16	84.65	74.66	2.19		2.30	2.14	2.18
Zavala El	Pass Rate	1994-95	68.1	73.3	66.7		66.0	83.2	78.6	83.5		81.0	78.8	85.7	76.0		77.4
	Pass Rate	1995-96	76.8	91.7	74.5		75.8	81.1	83.3	80.4		79.8	93.1		92.3		91.7
	Pass Rate	1996-97	82.8	87.5	81.9		83.0	84.3	87.5	83.7		82.9	92.1		94.1		91.2
	Pass Rate	1997-98	80.5	80.0	81.3		78.7	87.0	86.7	87.0		85.6	88.9		93.8		86.2
	Mean TLI	1994-95	73.23	75.93	72.55		72.90	79.70	77.43	79.78		78.94	3.06	3.14	3.04		3.07
	Mean TLI	1995-96	77.67	81.00	77.04		77.10	80.67	83.58	79.94		79.40	3.00		3.00		2.96
	Mean TLI	1996-97	78.88	78.38	78.85		78.70	81.36	80.25	81.39		80.52	3.13		3.15		3.09
	Mean TLI	1997-98	78.71	77.53	78.99		77.81	82.13	79.47	82.55		81.28	2.69		2.72		2.69

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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Figure 43: Percentage Passing TAAS and Mean TLI (or Mean Writing Composite), by Campus, Subject and Disaggregated Group

			Mathematics					Reading					Writing				
Campus	Statistic	Year	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis	All	Af Amer	Hispan	White	Econ Dis
Zilker El	**Pass Rate**	**1994-95**	**74.7**	**80.0**	**59.7**	**81.6**	**60.8**	**82.3**	**100.0**	**70.5**	**87.0**	**68.8**	**86.0**		**78.6**	**89.3**	70.6
	Pass Rate	**1995-96**	**77.9**	**62.5**	**60.0**	**85.7**	**58.2**	**82.2**	**62.5**	**69.0**	**88.7**	**64.8**	**73.1**		**50.0**	**82.9**	55.6
	Pass Rate	1996-97	84.1		69.1	91.5	68.3	85.8		73.6	90.8	68.3	91.3		83.3	96.8	75.0
	Pass Rate	1997-98	86.6	71.4	80.4	90.0	68.5	89.1	71.4	83.0	92.7	78.2	93.8		100.0	95.5	80.0
	Mean TLI	1994-95	75.73		70.63	78.16	70.16	82.59	83.67	76.92	85.15	76.13	2.86		2.57	3.00	2.47
	Mean TLI	1995-96	77.12	70.00	70.47	79.98	69.55	81.92	74.75	74.50	85.38	73.44	2.31		2.21	2.34	2.17
	Mean TLI	1996-97	80.21		77.16	82.03	74.65	84.81		78.08	87.82	75.78	2.87		2.67	3.00	2.63
	Mean TLI	1997-98	81.80	75.29	78.65	83.45	74.98	87.52	80.14	84.17	89.35	81.67	2.41		2.29	2.50	2.50

Note 1: Empty Cells indicate that less then five students in that disaggregated group were tested.
Note 2: There is no TLI for Writing, instead mean Composite Writing Score is presented.

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